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ABSTRACT

This report presents the initial results of an open-ended faculty morale survey, sent to all University of Alaska, Fairbanks (UAF) full-time faculty during the spring of 1992, and to determine the most important morale issues facing UAF. The report presents the summary results from both the morale issues analysis and the recommendations analysis. Overall, response rates (26 percent of those surveyed or 517 responses) are described in relation to the attributes of the full-time faculty who responded and with the attributes of the target population of all full-time faculty. Following this, six summary statistical tables on morale issues are organized according to the respondent characteristics outlined. Morale problems cited are grouped into the following categories: funding, administration, academic, compensation/employment, rural campus, communication, and external issue. The report shows that 84 percent (the highest percentage) of faculty citing at least one morale issue under one of the seven categories, targeted administration as the biggest offender; communication was targeted the least (10 percent). In addition, the report shows performance and accountability issues as the biggest morale problems under the administration category. The appendix provides the faculty survey. Thirty-nine recommendations are presented. Contains a 31-item bibliography. (GLR)

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The Faculty Morale Issue: A Determinant in UAF's Strategic Planning Process

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A Report Prepared for the Strategic Planning Leadership

by:

Thomas Gaylord
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Report 92-9

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STRATEGIC PLANNING LEADERSHIP

In January of 1992, Chancellor Joan Wadlow assembled a group of faculty, students, academic administrators, and support staff to form the Strategic Planning Leadership Committee. The general purpose of the group was to develop the optimal relationship between the institution and its environment. More specifically, the Strategic Planning Leadership was charged with developing a vision, which by the year 2000, would result in the institution being known as:

1. *The world's leader in Arctic research and graduate education in areas of strength related to the Arctic Circumpolar North.*
2. *A university providing a high quality undergraduate education for both traditional and non-traditional students that is relevant to state needs and that will ensure the competitiveness of UAF graduates inside and outside of Alaska.*
3. *A leader in meeting specific state and national needs, including fisheries issues and global change.*
4. *A university that emphasizes a commitment to cultural diversity that enhances the role of Alaska Natives, women , and minorities at UAF.*
5. *A university recognized as the academic gateway to the Russian Far East, the North Pacific, and the Circumpolar North.*

As the group began meeting to discuss topics ranging from undergraduate education to the enhancement of gender and cultural diversity, one issue kept emerging: the low level of campus morale. This issue had been discussed at UAF for years and was highlighted in the findings of the 1990 faculty survey for reaccreditation. The members of the Strategic Planning Leadership Committee believed UAF's ability to deliver programs of academic excellence depended on acknowledging and resolving the issue of campus morale. To meet this need, the present study was undertaken to determine what the issues were and to solicit, from the faculty, recommendations to improve the overall level of campus morale.

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Table of Contents

page

Preface and Acknowledgements i

INTRODUCTION 1

OUTLINE OF THE REPORT 4

STATEMENT OF THE PROBLEM 5

METHODOLOGY 6

RESULTS 11

Response Rate 11

The Issues 13
The Issues Item Analysis 15
The Issues Quasi-Statistical Analysis 24

The Recommendations 37
The Recommendations Item Analysis 38

SUMMARY 42

BIBLIOGRAPHY 43

APPENDIX A - Morale Survey Instrument A1

APPENDIX B - Morale Issues Taxonomy B1

MORALE

Introduction

Morale:

> ***Like the state of one's health, it becomes important when it is lost. It becomes prominent when it is conspicuously absent.***
>
> (Garland, 1980, p. 113)

The decade of the 1970's ushered in a period of general decline in faculty morale (Anderson, 1983). Since then, the potential for a further decline in faculty morale has risen. As described by Rice and Austin (1988, p. 51):

> Fifteen and twenty years ago, the lives of college faculty were a source of public fascination. Professors then scored near the top in prestige ratings... In this decade, public attention has shifted from fascination to concern. The most thorough, recent assessment of the American professoriate is subtitled "a national resource imperiled" (Bowen and Schuster). Ernest Boyer's *College* depicts many faculty as dispirited and restless, burdened with "a low-grade frustration." Morale among faculty is said to be eroded by enrollment declines, budget cuts, and retrenchment...

Faced with the most persistent financial recession since the depression of the 1930's, the level of both public and private financial support provided to American colleges and universities has fallen. This in turn, has forced difficult decisions on higher education leaders which have impacted faculty morale. Indeed, a general morale decline was to be expected from resource problems. As Austin and Gamson (1983, p. 44) stated:

> The problems facing higher education today are making academic life far from idyllic. Faculty are experiencing stress from a decline in extrinsic rewards and increased workloads. The strong intrinsic motivation characteristic of college faculty seems to be threatened. Pressures for more productivity come at the same time that the faculty's power in their institutions is declining.

The morale both of staff and faculty members suffers during a period of financial decline. Faculty members will tend to recoil from decisions over who should be terminated, which programs should be cut, and which units merged. Cameron (1983) observed the stress of decline compels people to engage in conservative and self-protective behavior. As described by Melchiori (1982), the price of program reduction includes loss of friendships and positions, resignations, stigmas, and loss and gain of power—all sources of serious strain in an organization. For faculty members, some of whom will be the inevitable targets of any reduction process, the strain is understandably high. Other faculty members, those who must pass judgment on the future of their peers, will also feel the pressure, especially if they sense that they are being used as the shield for unpopular administrative decisions (Carnegie Foundation, 1982). Declines, wrote Strohm (1981, p. 136), have "had adverse effects on the confidence and vitality of faculties at the most diverse institutions" (Williams, Olswang, and Hargett, 1986, p. 291).

The reduction in resources which is occurring resulted from several different social and economic factors, many of which may be expected to continue. This reduction severely affected an unprepared higher education community. Institutions had become accustomed to change through expansion; experiences with resource decline were rare. Consequently, the manner in which institutions reacted to such reduction demands differed, resulting in varying degrees of faculty morale change.

MORALE

Introduction

Numerous studies have been conducted on the faculty morale issue using quantitative approaches. Baldridge, Curtis, Ecker, and Riley (1978) used as their indicators of high morale: faculty members' trust of their administrators, satisfaction with their working conditions, strong identification with their institutions, and the tendency to back away from militant positions on critical issues.

Hunter, Ventimilia, and Crow (1980) conducted a faculty morale survey at the University of Texas Arlington where a response rate of 34% was achieved. To most of the 21 morale variables, "pluralities of faculty gave a response showing low morale" (p. 27). In response to a question concerning the general morale level of the institution, 70% rated it low. Indeed, those areas with lowest morale ratings were:

1. Long-range plan not understood/accepted.
2. Lack of a sense of community.
3. Lack of interdisciplinary opportunities.
4. Inadequate student enrichment opportunities for talented students.
5. Inadequate student preparation for college.
6. Faculty professional development not promoted.
7. Absence of equalitarian relations between faculty and administration.
8. Lack of mutual respect and trust among faculty.
9. Inadequate remedial programs for students.
10. Ineffective administration.

They suggested that the question of *why low morale existed* could be explained within the following framework: 1) overwork; 2) ambiguous roles and evaluative criteria; 3) job stability and mobility uncertainty; 4) low collegiality; and 5) competition for dwindling resources (pp. 28-29).

In a study involving 140 colleges, Rice and Austin (1988) found four key attributes of colleges with high faculty morale:

> First, they all have *distinctive organizational cultures* that are carefully nurtured and built upon.
>
> Second, they each have strong, *participatory leadership* that provides direction and purpose while conveying to faculty the empowering conviction that the college is theirs.
>
> Third, all of the colleges have a firm sense of *organizational momentum* - they are institutions on the move.
>
> Finally, the faculty of these colleges have an unusually compelling *identification with the institution* that incorporates and extends the other three characteristics contributing to high morale. (p. 52)

Hunter, Crow, Beach, and Ventimiglia (1983, pp. 110-113) surveyed 970 faculty from American and foreign universities and found faculty morale could be improved by faculty development, job restructuring, administrative leadership, and the development of institutional goals and philosophies.

O'Hara's (1991) morale survey of community college CEOs and faculty in 13 states showed faculty morale suffered if the faculty did not feel they had power in determining the campus budget. The study also indicated that campus CEOs, as a group, perceived things to be much better than did faculty (p. 5).

MORALE

Introduction

Anderson (1983) approached faculty morale within the broader conceptual category of "institutional esprit." His survey instrument used indicators of esprit ranging from the perceived competence of administrators to the extent to which institutions were achieving their goals to the degree of loyalty faculty members demonstrated toward their institution. In one case Anderson asked respondents to react directly to the statement, "In general, faculty morale is high." Responses revealed that morale had declined during the period that Anderson studied, the late 1960's through 1981. However, the extent of that decline was related to the extent to which faculty had a voice in governing their institutions. Faculty who showed greater involvement suffered less of a decline in morale (Williams, Olswang, and Hargett, 1986, p. 290).

While support exists for the expectation that morale will be higher in institutions which incorporate faculty into the decisionmaking process, it has also been recognized that faculty involvement in retrenchment decisions can have negative impacts. Such participation may result in faculty overreaction, the possibility that the difficult decisions required in such a situation may destroy a weak governance system, and the recognition that the process thereby will become more cumbersome and time consuming. Dougherty (1981) warned, in fact, of being "due processed to death" (p. 81).

Williams, Olswang, and Hargett (1986, p. 289) asserted that faculty should be involved in reduction planning, even though specific issues about which they must be concerned require difficult policy decisions. In writing about what he called "the ambivalent 1980's," Kirschling (1981) called attention to the pressures that some faculty members would feel from changing enrollment patterns. Faculty members were urged to support policies that would permit the setting of standards of quality, even if this meant the elimination of programs considered no longer viable. Lozier and Althouse (1983) drew upon experiences at Pennsylvania State University in urging involvement of the faculty in planning and budgeting activities. Such involvement, they contended, will help faculty members better see directions in which the institution should move. Rose and Hample (1981) also emphasized the importance of planning. "Adequate planning can make a difference and the basic components and issues of the required process can be identified" (p. 114). Strohm (1983) emphasized the importance of the faculty's role in the planning process during difficult times. Otherwise the faculty would lose its voice in these matters if and when good times return. Powers and Powers (1983, p. 95) expressed a similar support for faculty involvement during retrenchment: "Retrenchment procedures should be developed through consultation with faculty leaders and formally adopted before they are needed".

Unfortunately, many colleges and universities have not done the kind of strategic planning advocated by Lozier and Althouse, Rose and Hample, Powers and Powers, and Strohm. Dougherty (1981) commented that institutions may indeed have informal plans in place, but they will need more formal plans as program terminations become more commonplace. Mingle and Norris (1981) noted that "planning tools still have only a marginal influence on contraction at many institutions" (p. 56). Olswang (1982-83) also pointed to the lack of strategic plans realistically addressing an era of reduction at many institutions. He argued that such plans, if developed properly, need not cost the institution any loss of quality, threaten academic freedom, or lower morale.

The literature contains a number of good guidelines for institutions needing to develop formal strategic plans. Regardless of the strategy adopted, the impact on faculty morale will be related, at least in part, to the degree that faculty participate in planning and decisionmaking (Rose & Hample, 1981).

Outline of the Report

Presented in this report are the initial results of an open-ended morale survey sent to all UAF full-time faculty during the Spring of 1992. Conducted as an integral step in the development of a long-range strategic plan for the University, the focus of this analysis was on discovering the most important morale issues facing UAF today. Along with the morale issues, it was considered equally important to solicit recommendations from the faculty on how morale could be improved.

The UAF morale analysis was conducted in two phases and is comprised of the following report sections:

REPORT 92-9 THE FACULTY MORALE ISSUE: A DETERMINANT IN UAF's STRATEGIC PLANNING PROCESS

Issues and Recommendations
Contains the morale issues cited by the faculty and their recommendations on how to improve morale.

Appendix A
Contains a copy of the survey instrument.

Appendix B
Contains the morale issues taxonomy.

REPORT 92-11 IMPROVING MORALE: RECOMMENDATIONS FROM THE STAFF

Issues and Recommendations
Contains staff recommendations on how to improve morale.

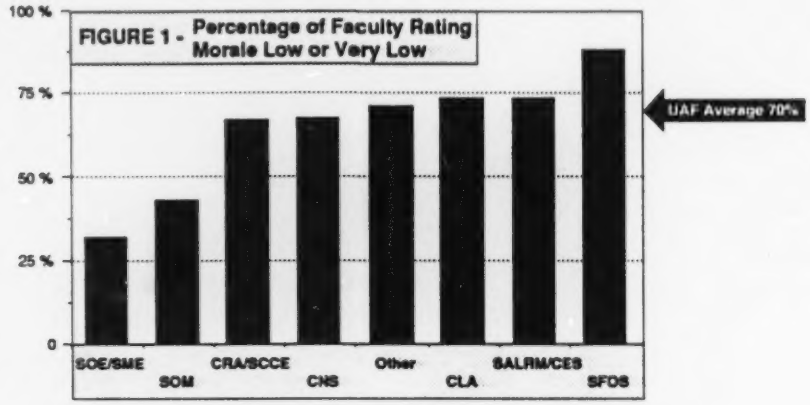
Appendix A
Contains a copy of the survey instrument.

Appendix B
Contains the morale issues taxonomy.

MORALE

Statement of the Problem

As part of the 1990 University of Alaska Fairbanks accreditation self-study, a survey was conducted to obtain faculty opinions on conditions of academic service and on areas that might need improvement. Of the 500 surveys distributed, 262 or 52%, were returned. Over 70% of the faculty who responded, rated overall UAF faculty morale low or very low (FIGURE 1). Nearly 35% indicated they would like to leave UAF. That faculty morale at UAF has and continues to be low is an established fact.



Source: Gaylord, T.A. 1990 Faculty Opinion Survey by College/School. Fairbanks: PCIS, 1990.

In April 1992, the Strategic Planning Leadership Committee stated that low faculty morale remained as the single most important stumbling block to effective planning at UAF. As a first step toward thoroughly researching the issue, the committee determined that the general morale issue had to be assessed in a fashion that would yield specific morale problems. That it wasn't enough to just measure how high or low the morale barometer was at a given point in time. The Committee went further by stating their intention to solicit recommendations from the faculty on how to improve overall morale at UAF and also committed itself to incorporating those findings into the strategic planning process from the outset.

In sum, UAF knew it had a morale problem and set out to learn more about it within a strategic planning framework. By recognizing the need for a resolution to a long-standing negative issue at the University as a key determinant in the strategic planning process, UAF devised an ongoing mechanism to induce positive change and facilitate faculty ownership in the future direction of the institution. As summarized by Baldwin and Blackburn (1983):

> Many factors currently threaten the well-being of American academics. Declining enrollments, limited opportunities for career advancement, and salaries that fail to keep pace with inflation are only a few of the negative conditions that confront professors today. In order to help faculty members cope with such a difficult environment, institutions must keep track of the conditions that affect the quality of faculty members' professional lives. By assessing the condition of the professoriate, colleges and universities can initiate the steps needed to maintain the vitality and effectiveness of their most valuable human resource. (p.15)

As mentioned in the *Introduction* section, numerous faculty morale studies have been done employing straightforward quantitative study designs. In the review of the literature conducted for this study, no predominantly "qualitative" design was found to have been used. In that sense, the qualitative approach of UAF's study has a degree of uniqueness.

Before presenting the details of the methodology used in this study, an overview of the defining characteristics of qualitative research is provided to introduce the topic to the reader. The discussion that follows was taken from Tesch (1990):

> There was a time when most researchers believed that the only phenomena that counted in the social sciences were those that could be measured. To make that perfectly clear, they called any phenomenon they intended to study a "variable", indicating that the phenomenon could vary in size, length, amount, or any other quantity. Unfortunately, not many phenomena in the human world come naturally in quantities. The philosophers among researchers will tell you that it is a ridiculous simplification to boil down research to mere methods. Conducting scientific investigations is not a matter of following recipes. Research does not take place in a neutral environment. It is guided by the assumptions about the nature of knowledge, and it has political antecedents and consequences.
>
> Since the 1970's, more and more researchers have become interested in a "new paradigm" that moves us away from numbers and back to asking people questions. When we ask questions, the responses come in sentences, not numbers. In the wake of the new paradigm, these data have come to be called "qualitative". Qualitative data are any data that are not quantitative, i.e., qualitative data are all data that cannot be expressed in numbers.
>
> Books that describe ways in which quantitative data can be analyzed are called statistics books. They are remarkable in the sense that they all say pretty much the same thing. The authors of the books mostly differ in the way they introduce and explain the various statistical procedures. By and large, however, the quantitative researcher can pretty confidently plug his or her data into any statistical formula taken from any book, and will not be challenged by anyone about the procedure itself, as long as it suits the type of data and the research question asked.
>
> The situation is very different for the qualitative researcher. First, "qualitative research" means different things to different people. Each discipline seems to have its favorite type of qualitative research, and researchers in one are often not even aware of what "qualitative" means in others. In addition, many other names have been used to describe numberless research, and individual scholars have conducted inventive qualitative studies without labelling their method. Each one made up his/her own way of analyzing data.
>
> When we talk, therefore, about the analysis of qualitative data, we are not dealing with a monolithic concept like "statistics". No one has "codified" the procedures for qualitative analysis, and it is not likely that anyone ever will. Thus, the notion of qualitative analysis is fluid and defies definition. It is applied to a wide variety of principles and procedures. The only agreement we would find among qualitative researchers is that analysis is the process of making sense of narrative data (pp.1-4).
>
> Although there are no characteristics common to all types of qualitative analyses, there are at least the following ten principles and practices that hold true for most of them:
>
> 1. **Analysis is not the last phase of the research process; it is concurrent with data collection or cyclic.**
>   It begins as soon as a first set of data is gathered and does not only run parallel to data collection, but the two become integrated. They inform or even drive each other.
>
> 2. **The analysis process is systematic and comprehensive, but not rigid.**
>   It proceeds in an orderly fashion and requires discipline, an organized mind, and perseverance. The analysis ends only after new data no longer generate new insights; the process exhausts the data.

3. **Attending to data includes a reflective activity that results in a set of analytical notes that guide the process.**

4. **Data are 'segmented', i.e., divided into relevant and meaningful 'units', yet the connection to the whole is maintained.**
Since the human mind is not able to process large amounts of diverse content all at once, the analyst concentrates on sets of smaller and more homogeneous chunks of material at any one time. However, the analysis always begins with reading all data to achieve a "sense of the whole". This sense fertilizes the interpretation of individual data pieces.

5. **The data segments are categorized according to an organizing system that is predominantly derived from the data themselves.**
Large amounts of data cannot be processed unless all material that belongs together topically is assembled conceptually and physically in one place. Some topical categories, relating to a conceptual framework or to particular research questions, may exist before analysis begins, but for the most part the data are "interrogated" with regard to the content items or themes they contain, and categories are formed as a result. The process is inductive.

6. **The main intellectual tool is comparison.**
The method of comparing and contrasting is used for practically all intellectual tasks during analysis: forming categories, especially the boundaries of the categories, assigning data segments to categories, summarizing the content of each category, finding negative evidence, etc. The goal is to discern conceptual similarities, to refine the discriminative power of categories, and to discover patterns.

7. **Categories for sorting segments are tentative and preliminary in the beginning; they remain flexible.**
Since categories are developed mostly from the data material during the course of analysis, they must accommodate later data. They are modified accordingly and are refined until a satisfactory system is established. Even then the categories remain flexible working tools, not rigid end products; no order fits perfectly.

8. **Manipulating qualitative data during analysis is an eclectic activity; there is no one 'right' way.**
The researchers who have described the procedures they have used to analyze text data usually are wary about prescriptions. They wish to avoid standardizing the process, since one hallmark of qualitative research is the creative involvement of the individual researcher. There is no "fixed formula". It is possible to analyze any phenomenon in more than one way, and each qualitative analyst must find his or her own process.

9. **The procedures are neither 'scientific' nor 'mechanistic.**
Qualitative analysis is "intellectual craftmanship". On the one hand, there are no strict rules that can be followed mindlessly; on the other hand, the researcher is not allowed to be limitlessly inventive. Qualitative analysis can and should be done "artfully", even "playfully", but it also requires a great amount of methodological knowledge and intellectual competence.

10. **The result of the analysis is some type of higher-level synthesis.**
While much of the work in the analysis process consists of "taking apart" (for instance, into smaller pieces), the final goal is the emergence of a larger, consolidated picture. This could be a "composite picture", a description of "patterns or themes", a "final order", an "identification of the fundamental structure" of the phenomenon studied, a "provisional hypothesis", a new concept or "theoretical category", or a "substantive theory". (pp. 95-97)

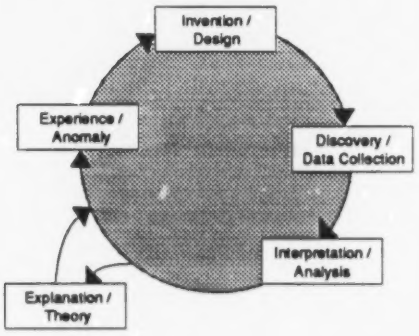
The study began by selecting a paradigm and research methods consistent with it. A paradigm represents a patterned set of assumptions concerning reality, knowledge of that reality, and the particular ways for knowing about that reality. At least three paradigms exist: *materialistic inquiry*; *constructivist inquiry*; and *critical/ecological inquiry*. Constructivist inquiry, also called

naturalistic inquiry and *hermeneutics*, is based on the knowledge that helps maintain cultural life and symbolic communication and meaning. The term reflects the fact that it is human constructions being studied and because it is constructions the researcher is creating (Crabtree & Miller, 1992, pp. 8-9).

In this study, constructivism was the paradigm used. It can be depicted by the metaphor of "Shiva's Circle" (FIGURE 2). As explained by Crabtree and Miller:

> Shiva is the androgynous Hindu Lord of Dance and of Death. A constructivist inquirer enters an interpretive circle and must be faithful to the performance or subject, must be both apart from and a part of the dance, and must always be rooted to the context. No ultimate truth exists; context-bound constructions are all part of the larger universe of stories...The constructivist inquirer enters into Shiva's circle, performing an ongoing iterative dance of discovery and interpretation. (pp. 10-11)

FIGURE 2 - Shiva's Circle of Constructivist Inquiry



The study design was refined by examining the application of anthropologic and other qualitative research methods to the analysis of issues resulting in the low level of faculty morale at UAF. The sheer volume of data involved and the necessarily labor-intensive process of analyzing it also motivated a review of how best to integrate computer technology to minimize the long hours of coding, sorting, and summarizing. Two software packages, Qualpro and Ethnograph, which have been widely used in anthropological sociology (ethnography), psychology, education and specialty areas such as family medicine, were assessed in relation to the: 1) research aim; 2) analysis objective; 3) mode of engagement; 4) time frame; 5) degree of researcher control; and 6) aesthetics. Both were abandoned in favor of a less restrictive *multiple software application approach* which integrated a powerful microcomputer wordprocessor, a database, and a flexible macro-language with the SPSS statistical package.

Four idealized data analysis styles fall along the continuum of possible qualitative research techniques: 1) the quasi-stastistical analysis style; 2) the template analysis style; 3) the editing analysis style; and 4) the immersion/crystallization analysis style. Both the quasi-statistical and the template analysis styles were used in this study. Quasi-statistical analyses include approaches such as content analysis where words and/or themes are sorted into categories and manipulated statistically. Template analyses all incorporate the use of a codebook or analysis guide which is applied to the text being analyzed. As described by Crabtree and Miller, the major distinguishing

feature between quasi-statistical and template techniques is that unlike the codebook used in quasi-statistics, the template in template analysis is:

> ...more open-ended and undergoes revision after encountering the text. In addition the generation of themes, patterns, and interrelationships is an interpretive rather than a statistical process. (1992, p. 19)

Although the actual analysis was more fluid in its implementation than what the following might suggest, for the sake of brevity three fundamental phases capture the essential data analysis activities:

Designing the Survey and Defining the Survey Population.

The survey was designed jointly by the Strategic Planning Leadership and the Office of Planning, Computing, and Information Systems. It consisted of three parts: 1) eight questions concerning respondent characteristics such as rank, years of UAF service, and demographic attributes such as race, gender, and age; 2) a single open-ended question asking respondents to describe the "most important morale issue to you"; and 3) a single open-ended question asking respondents to describe "what can be done to improve morale" (a copy of the survey instrument is contained in Appendix A).

The initial target population was all full-time UAF faculty employed at the institution during the Spring '92 semester. A second survey directed toward UAF staff was added for later analysis. A single round distribution of surveys occurred in early April and responses were received through the end of May.

As responses were received, text data from the two open-ended faculty morale questions were input into separate wordprocessing files in preparation for the template analysis. Limited editing occurred to correct spelling and remove bad language. The quantitative data from the respondent characteristic questions were keyed into a database file along with each morale issue and recommendation themecited by each respondent (themes based on the codebook derived from the template analysis) . The resultant file provided the data for the quasi-statistical analysis.

The Template Analysis.

STEP 1: Parsing Responses into Discrete Items
A content analysis was conducted after repeated readings of each response file on what were the most important morale issues facing UAF and what were the recommendations for improving morale. Each respondent's response was broken down into discrete morale issue or recommendation items. Imbedded in each item was the respondent code identifying who the text was attributed to.

STEP 2: Developing the Issues and Recommendations Taxonomies
The next step involved defining the conceptual framework through the development of morale issue themes. Again, through repeated readings of the text on what the most important morale issues were facing UAF, various morale issue patterns were discovered and text items subsequently codified. Each text block could have more than one theme associated with it.

This manual process was extremely time-consuming and required several iterations; each iteration resulting in deriving a greater item detail and uncovering greater interrelationship complexity among items. It also included having more than one member of the research team independently code several pages of text to test for intercoder reliability. Throughout this step, one had to constantly guard against premature closure and creating codes so encompassing that every line of text being uniquely coded. At one extreme, the process resembled content analysis, while at the other, the inclination was to read the text and decide that everything was important.

The resultant codebook, Morale Issues Taxonomy (MIT), was a hierarchy of morale issues descending from element, to factor, to issue, and finally to sub-issue (see Appendix B). For the recommendations, the resultant codebook, Morale Recommendations Taxonomy (MRT), was a hierarchy of morale recommendations descending from action, to theme, and to recommendation.

STEP 3: Conducting an Item Analysis (frequencies and ranks)
The third step of the template analysis involved a straightforward structural review involving an item analysis of the Morale Issues Taxonomy (MIT) and the Morale Recommendations Taxonomy (MRT). Frequency distributions and ranks were run for each element, factor, issue/recemmendation, and sub-issue/sub-recommendation.

STEP 4: Developing the Query Data Base and Macros
The final step was designed to facilitate a higher level synthesis of the morale issue and the recommendations received from the faculty to solve the morale problem. The text file was ported to a database where, for each text segment, all MIT and MRT codes were linked. A user-friendly search macro was written allowing only text associated with a particular MIT or MRT code to be extracted for additional analysis. Of secondary benefit, the ease of use of the Query Data Base made it possible for the Strategic Planning Leadership Committee to conduct direct ad hoc retrievals of survey responses.

The Quasi-Statistical Analysis

Crosstabulations of Morale Issues by Respondent Attributes
After combing the Query Data Base with the respondent attribute file, crosstabulations were run to describe the differences in the frequencies with which a particular morale issue was cited by various categories of faculty. Crosstabulations were run based on the following respondent attributes: faculty rank, tenure status, UAF years of service, school or college, gender, race, and age.

The Chi-Square Statistic
To determine whether any of the observed frequencies were statistically significant, the Chi-Square statistic was computed for sufficiently sized samples.

THE RESPONSE

Results

What follow are summary results from both the morale issues analysis and the recommendations analysis. Overall, response rates are described in relation to the attributes of those full-time faculty who responded, with the attributes of the survey target population of all full-time faculty. Following this, six summary statistical tables on morale issues are organized according to the respondent characteristic outlined in Quasi-Statitstical Analysis section of the Methodology.

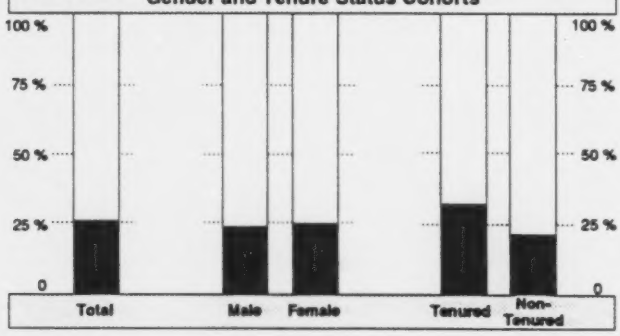
Response Rate and Respondent Characteristics

A response rate of 26% (N=517) was obtained. Comparing the attributes of the faculty who responded to the survey with the total full-time UAF faculty suggested that the respondents were, in large measure, representative of the population with respect to gender, age, tenure status, and faculty rank (FIGURE 3). For example, the proportion of male faculty who responded (N=96) in relation to the total number of male faculty at UAF equalled the proportion of female faculty who responded (N=31) in relation to the total number of female faculty at UAF, at 25%. This result parallels the equal gender participation rates obtained in the 1990 UAF faculty opinion survey (Gaylord, 1990, p. 103).

For the tenured versus non-tenured cohorts, a slight response rate difference did exist. Here, proportionately more tenured faculty (29%) responded than non-tenured (22%), though the number in each category was the same (N=64). The participation rates obtained in the 1990 UAF faculty opinion survey for tenured versus non-tenured cohorts differed in that proportionately, 3% more non-tenured faculty partcipated in relation to tenured faculty (Gaylord, 1990, p. 107). This signifies a moderate reversal in participation rates between the two surveys for this attribute.

The only faculty attribute where significant response rate differences existed between sample and total population was found with the race/ethnicity cohorts of white versus minority/non-resident. White response rate was 28% (N=119). In sharp contrast, the minorirty/non-resident response rate was only 5% (N=5). Due to the lack of minority/non-resident faculty participation in the survey, no further morale crosstabulations were done on the race/ethnicity dimension.

FIGURE 3 - Faculty Response Rates by Gender and Tenure Status Cohorts



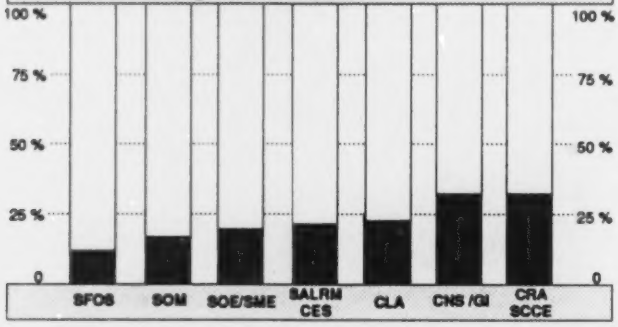
THE RESPONSE

Results

Prior to analyzing faculty responses by college/school, logically connected units were combined to try to derive large enough samples to make further statistical analyses meaningful. The aggregation was done based on factors such as faculty background, unit mission, existing relationships, and organizational structure changes that have been made since the time the survey was distributed. This resulted in the response from from the following schools being combined as one for this analysis: Schools of Engineering (SOE) with Mineral Engineering (SME); Cooperative Extension Services (CES) with the School of Agriculture and Land Resources Management (SARLM); the College of Natural Sciences (CNS) with the Geophysical Institute (GI); and the College of Rural Alaska (CRA) with the School of Career and Continuing Education (SCCE).

Significant participation rate differences were found for these new modified college/school samples. As depicted in FIGURE 4, nearly one of three faculty participated in the survey from the CRA/SCCE and CNS/GI groups. These two groups had the highest college/school participation rates. Contrast this with the very low participation rates, less than one out of five, found for SFOS and SOM. Moreover, when compared to how faculty responded to the morale rating question in the 1990 faculty opinion survey, it was found that SFOS had the largest proportion of faculty who rated morale low or very low at UAF (88%) while SOM had the lowest proportion (43%). All other college/school samples fell between response rates of 68% and 74%. The point here being that faculty in the college/school that had rated overall morale the highest in 1990 and the faculty in the college/school that had rated overall morale the lowest in 1990 were found together at the bottom in terms of their participation in this survey. Or in other words, faculty with extreme ratings of UAF morale were from colleges/schools that had low survey response rates.

FIGURE 4 - Faculty Response Rates by College-School Cohort



Throughout the remainder of the analysis, any statistical analysis involving college/school samples, incorporated the above aggregations. In addition, a new group was created by combining faculty from SOM, SFOS, and all faculty who did not indicate their college/school on the survey. This was done for no other reason than to avoid dropping them entirely out of the college/school analysis because of the small number of faculty responses in each original group.

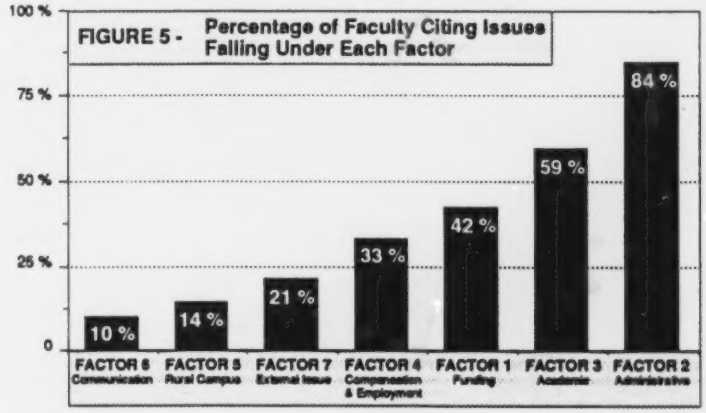
The Morale Issues

The morale issues faculty cited as being the most important facing UAF fell into two broad categories, referred to as ELEMENTS, where issues were either due to internal or external factors. A morale issue was grouped in the internal element category if it could be shown that, alone, the university had a great measure of control over the causes of the issue and its resolution. Conversely, a morale issue grouped in the external element category was an issue caused largely by factors outside the university's power to control. When grouping all morale issues by these two elements, it was found that nine out of ten faculty cited at least one internal morale issue, and one out five listed at least one external issue.

Six major factors were used to sub-categorize all the internal element morale issues. A seventh factor, External Issues, was used to sub-categorize all the external element morale issues. Together, the following seven factors encompassed all the morale issues faculty cited:

FACTOR 1: Funding
FACTOR 2: Administration
FACTOR 3: Academic
FACTOR 4: Compensation / Employment
FACTOR 5: Rural Campus
FACTOR 6: Communication
FACTOR 7: External Issue

The percentage of faculty who cited at least one morale issue under one of these seven factors is graphically shown in FIGURE 5. By a significant margin, Administration issues dominated, with 84% of the faculty citing at least one issue falling under this factor. Academic issues were the second most frequently cited at 59%, followed by Funding at 42% and Compensation/ Employment at 33%.



The template analysis yielded 32 distinct morale issues falling under the seven factors above (see Appendix A). FIGURE 6 lists each morale issue along with the percentage of faculty citing it at least once in their survey response. For readability, numbers in the circles are the issue numbers.

THE ISSUES

Results

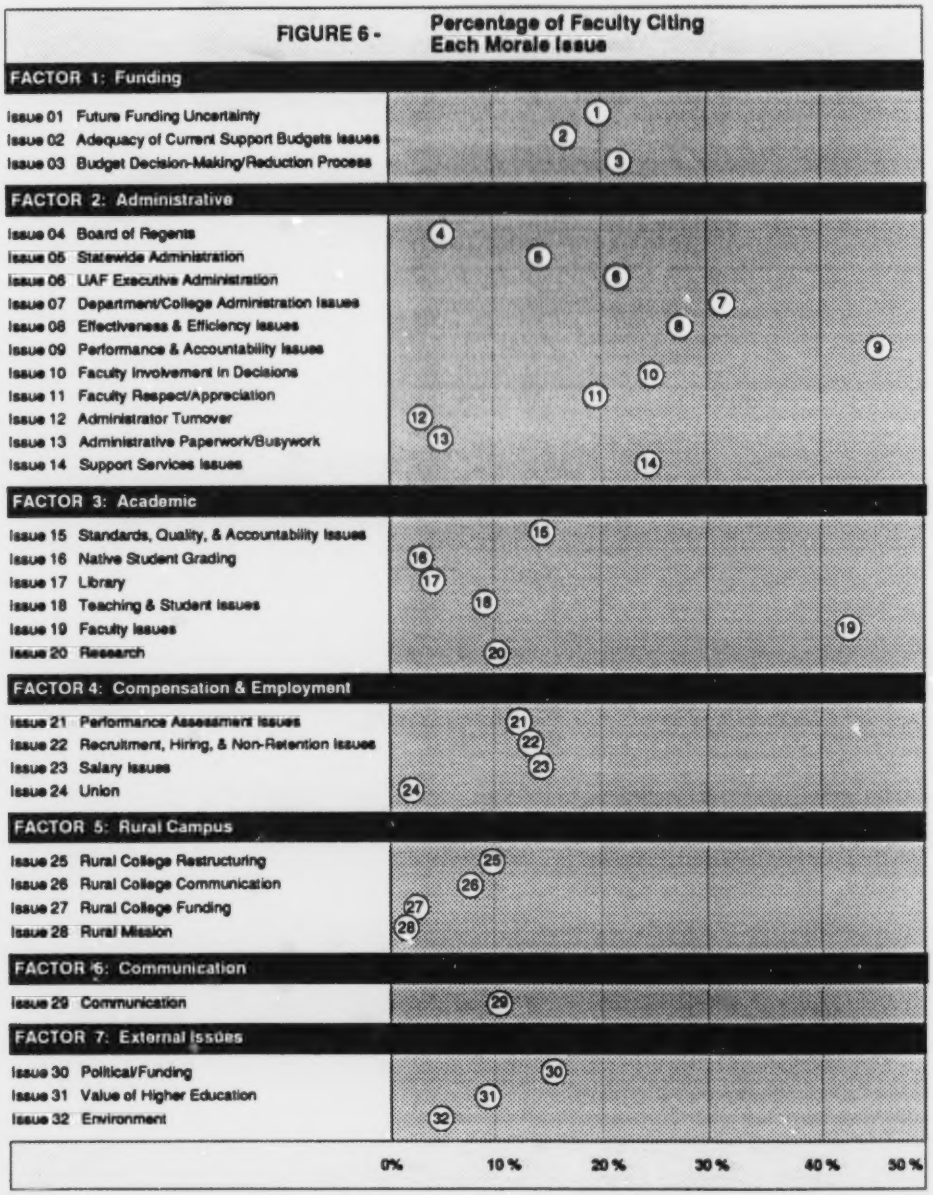


FIGURE 6 - Percentage of Faculty Citing Each Morale Issue
FACTOR 1: Funding
Issue 01 Future Funding Uncertainty
Issue 02 Adequacy of Current Support Budgets Issues
Issue 03 Budget Decision-Making/Reduction Process
FACTOR 2: Administrative
Issue 04 Board of Regents
Issue 05 Statewide Administration
Issue 06 UAF Executive Administration
Issue 07 Department/College Administration Issues
Issue 08 Effectiveness & Efficiency Issues
Issue 09 Performance & Accountability Issues
Issue 10 Faculty Involvement in Decisions
Issue 11 Faculty Respect/Appreciation
Issue 12 Administrator Turnover
Issue 13 Administrative Paperwork/Busywork
Issue 14 Support Services Issues
FACTOR 3: Academic
Issue 15 Standards, Quality, & Accountability Issues
Issue 16 Native Student Grading
Issue 17 Library
Issue 18 Teaching & Student Issues
Issue 19 Faculty Issues
Issue 20 Research
FACTOR 4: Compensation & Employment
Issue 21 Performance Assessment Issues
Issue 22 Recruitment, Hiring, & Non-Retention Issues
Issue 23 Salary Issues
Issue 24 Union
FACTOR 5: Rural Campus
Issue 25 Rural College Restructuring
Issue 26 Rural College Communication
Issue 27 Rural College Funding
Issue 28 Rural Mission
FACTOR 6: Communication
Issue 29 Communication
FACTOR 7: External Issues
Issue 30 Political/Funding
Issue 31 Value of Higher Education
Issue 32 Environment
0%
10%
20%
30%
40%
50%

As depicted in the FIGURE 6 above, the five most frequently cited morale issues were:

1.	Administration Factor	Issue 9:	Performance and Accountability	(cited by 45% of the faculty)
2.	Academic Factor	Issue 19:	Faculty Issues	(42%)
3.	Administration Factor	Issue 7:	Department/College Administration Issues	(31%)
4.	Administration Factor	Issue 8:	Effectiveness & Efficiency Issues	(27%)
5.	Administration Factor	Issue 10:	Faculty Involvement in Decisions	(24% tie)
	Administration Factor	Issue 14:	Support Services Issues	(24% tie)

THE ISSUES

Results

Five of the top six most frequently cited faculty morale issues were internal element issues related to the administration of the university.

The Issues Item Analysis

What follows is a brief description of each of the 32 faculty morale issues, sorted by the frequency with which the issue was cited by the faculty. The first two issues, however, stand out from all the others as nearly half of the faculty cited at least one morale issue falling in these two areas alone.

• ISSUE 9 (cited by 45% of the faculty) on Administration Performance and Accountability Issues which is comprised of the following five sub-issues:

1. Responsiveness / Service Orientation / Facilitation	(cited by 30% of the faculty)
2. Competence	(15%)
3. Leadership	(11%)
4. Planning	(3%)
5. Honesty / Trust	(3%)

The sub-issue on **responsiveness, service orientation, and facilitation** was the single largest sub-issue concerning administration performance and accountability. Many of the faculty commented on the perception that administrators/ administrative offices seem to be operating with their own agendas, engaging in empire building, not listening or using faculty input, or simply are lacking a "customer" focus. The second sub-issue, **competence**, encapsulates the theme that administrators/ administrative offices did not accomplish expected tasks adequately or deliver a quality service. Some faculty felt that if faculty have to go through peer tenure and performance evaluations, so should administrators. On the sub-issue of **leadership**, the recurrent theme was one of the lack of capable, firm, but fair leadership up and down the chain of responsibility. A significant proportion of responses targeted a lack of confidence in certain administrators. The sub-issue of **planning** had as its theme, the lack of realistic planning being done and that program decisions with long-term consequences were being made based more on administrative expediency than on a cohesive plan for the institution. The last sub-issue, **honesty / trust,** had as its central themes: mistrust of one another; the perception that decisions are made too often in secret meetings; and the need to honor the union contract with former community college faculty. It should be mentioned, that the above comments were variously ascribed to department/college/school administrations, the UAF executive administration, and Statewide. It should also be mentioned that the context in which many responses existed made it clear that what was being described were long-standing issues.

(NOTE: The Chancellor has initiated a faculty evaluation of administrators - UAF is the only UA institution with this process.)

• ISSUE 19 (cited by 42% of the faculty) on Academic Issues which is comprised of the following six sub-issues:

1. Peer Respect / Recognition	(cited by 15% of the faculty)
2. Involvement in (Academic) Decisions	(14%)
3. Peer Cooperation / Teamwork / Trust / Mentoring / Socializing	(9%)
4. Governance	(8%)
5. Tripartite / Value of Other Work vs. Research	(7%)
6. (Faculty) Competence / Deadwood	(5%)

The sub-issue of **peer respect / recognition** had themes of: good work going unrewarded (lack of meritocracy); lack of respect by colleagues; talking behind one's back; and being made to feel like second class citizens if working at a rural campus or not engaged in high tech research. The second sub-issue, **involvement in decisions,** had as its theme: the lack of meaningful involvement prior to a decision being made; and time wasted on efforts that are seemingly ignored. On the sub-issue of

peer cooperation / teamwork / trust / mentoring / socializing the recurrent themes were: the lack of a team effort concept; lack of faculty mentoring each other; faculty mistrust of each other; lack of flexibility and compromise among faculty; and the lack of opportunities for faculty congeniality. The themes found in the **governance** sub-issue were: that the system of governance was dysfunctional; that there was inadequate representation or that, because some Senators thought of themselves as "loose cannons", poor representation resulted; and that the work done by the Senate was ignored by the administration. Themes of the sub-issue **tripartite / value of other work versus research** were: that non-research activities were neglected or much less valued than research that might make UAF "world famous"; that non-tri-partite tasks required of rural campus faculty hurt their tenure chances; and that more was being asked of research faculty, such as raising more money or teaching more sections, while appreciation of their research was lacking. The last sub-issue, **(faculty) competence / deadwood**, had as its themes: the "culture of incompetence" and the lack of mechanisms to encourage rather than discourage productivity; and that faculty who reach a certain level or position within the academy used their influence to reduce their own teaching load.

• ISSUE 7 (cited by 31% of the faculty) on Department/College Administration Issues which is comprised of the following four sub-issues:

1. Politics / Leadership	(cited by 15% of the faculty)
2. Stability	(11%)
3. Involvement in Decisions	(9%)
4. Dean Hire	(3%)

The sub-issues here pertain to deans, department administrators, and general administration at the department and college/school level. Themes of the **politics / leadership** sub-issue were: that decisions and support were politically-based and were seen as examples of "cronyism"; that by playing politics faculty were more likely get what they wanted instead of by good, honest work; and that there was a lack of academic leadership, initiative, and general leadership skills to address issues, set laudable goals, and follow-through to completion decisions that were made. Themes of the second sub-issue, **stability**, were: that there was "chronic" organizational restructuring occurring; that there was high turnover in administrators and that UAF should hire individuals with a commitment to "the long haul"; that the lack of long-term planning caused uncertainty; and that there were too many "acting" administrators. The recurrent themes in the **involvement in decisions** were: that there was an inadequate structure to provide input and to monitor follow-through; that the history of non-participatory decision-making and the failure of using input when it is solicited has resulted in a general faculty "malaise"; and that deans and institute directors had too much autonomy. The last sub-issue, **dean hire**, had as its themes: the way deans were hired and rewarded; and that several schools simply did not have a permanent dean and that this created a host of problems.

• ISSUE 8 (cited by 27% of the faculty) on Effectiveness & Efficiency Issues which is comprised of the following two sub-issues:

1. Organizational Structure	(cited by 20% of the faculty)
2. Size / Cost / Waste	(13%)

The sub-issues here pertain to general administration at Statewide as well as at all levels of the university. Themes of the first sub-issue, **organizational structure**, were: that UAF engaged in too

much organizational restructuring and that this resulted in secondary morale problems associated with instability; that restructuring recommendations were ignored; that the restructuring that has occurred was poorly thought out; that the infrastructure clogged rather than facilitated; and that the UA System was an "administrative albatross" that was not customer oriented. Themes of the second sub-issue, **size / cost / waste**, were: that administration was growing, top-heavy, and costly while being blessed with all the best space, the newest equipment, and the biggest budgets; that there were too many redundant layers; and that funding priorities seemed to favor administrative needs over academic needs.

• ISSUE 10 (cited by 24% of the faculty) on Faculty Involvement in Decisions.

The themes of this issue were: that the administration doesn't listen; that administrators too often appear to have their own agendas and don't involve those who do the teaching, research, and public service; and that the administration spends more time with community leaders and seems more apt to act on their behalf than on the behalf of the faculty. The essence of many comments was that faculty felt they have much to contribute on how run to the university, that they want to contribute, and that they have tried repeatedly - but too often the result did not justify the effort.

• ISSUE 14 (cited by 24% of the faculty) on Support Services Issues which is comprised of the following four sub-issues:

1. Facilities / Maintenance	(cited by 12% of the faculty)
2. Budget/Purchasing/Grants & Contracts/A&R, etc.	(11%)
3. Parking	(8%)
4. Equipment	(4%)

The intensity of the feelings conveyed by the faculty concerning this issue were exceeded only by comments related to specific high level administrators. The major themes of the **facilities / maintenance** sub-issue were: that most of the best/new buildings and space went to campus and Statewide administrative offices; that the campus was physically collapsing and that the physical plant condition was the most distressing, on a daily basis, morale issue; and that the poor condition of certain buildings, such as Gruening and the dorms, was unpardonable. Two other themes that ran through many of the comments were: the lack of competence at Physical Plant; and the perception that many funding decisions, when compared to the renovation needs of classrooms, faculty offices, instructional/research labs, and student dorms, were indefensible. The themes of the second sub-issue, **budget/purchasing/grants & contracts/A&R**, were: incompetence particularly in Purchasing, Travel, and Budget; a control instead of a user or service orientation; inefficient processing; excessive red tape; bloated staffs; and the work-arounds required to circumvent these offices or do what they should be doing. The sub-issue of **parking** had the following themes: the "brown shirt" enforcement methods; insufficient spaces for the demand and the absence of coming forward with an adequate plan to resolve the problem; excessive fees; and poor maintenance on keeping the electrical outlets operational. Themes of the last sub-issue, **equipment**, were: that not enough funding existed to purchase what was needed; that the administration wasn't doing enough about it; and that staff too often have better computers.

(NOTE: This Spring, Administrative Services and Student Services initiated TQM to improve the quality of services they provided and to become more customer focused.)

• ISSUE 3 (cited by 21% of the faculty) on Budget Decision-Making / Reduction Process.

The themes of this is issue were: a general dissatisfaction with the budget priority setting process; the "bizzarre, schizophrenic nature exhibited" by the way budget cuts are dealt with; the feeling that funding is based on a patronage system rather than on true need; that budget decisions are made in secret meetings because of hidden agendas, without full knowledge of the potential damage to the academy; and UAF's inclination to continually experiment with administrative models from the corporate or business world. Two interesting but singular issues raised were: the feeling that reductions will be more-or-less across-the-board, rather than selective and that this will result in widespread mediocrity; and that setting university budget request priorities (on money UAF may never receive) is less important than tracking how UAF funds are actually being spent.

• ISSUE 6 (cited by 21% of the faculty) on UAF Executive Administration.

The themes of this issue focused on: discontent with the job performances of the vice chancellors; the way decisions were made or the motivations for why certain decisions were made; the lack of consistent, open, highly skilled administrators that serve to facilitate positive change and get UAF on the move again; the rate of growth of administrative staff being higher than the growth rate for faculty (until recently, both have been higher than the enrollment growth rate).

(NOTE: Since this survey was conducted, two vice chancellors positions have been eliminated and the Chancellor has initiated the first of a series of faculty evaluations of UAF administrators - UAF is the only UA institution with such a process.)

• ISSUE 11 (cited by 19% of the faculty) on Faculty Respect/Appreciation (by the administration).

The themes of this issue were: the lack of a genuine appreciation by the administration for a job well done; views and recommendations on UAF policy by faculty are not respected resulting in an administrator- rather than a faculty-driven university; uncivil treatment by administrative staff; and a general feeling that no matter how much faculty do it is never enough and the good things that do happen are not acknowledged.

• ISSUE 1 (cited by 19% of the faculty) on Future Funding Uncertainty.

The themes of this issue were: the lack of planning to reduce the yearly budget upheavals and the resulting "knee-jerk" reactions that impact the whole university; unpredictable and declining funding levels; and the prospect that reductions will continue for some years into the the future.

• ISSUE 2 (cited by 16% of the faculty) on Adequacy of Current Support Budgets which is comprised of the following two sub-issues:

1. Staff & Budget (cited by 13% of the faculty)
2. Workload (5%)

The themes of the first sub-issue, **staff & budget**, were: the already inadequate support levels, both in funding and in various forms of institutional support; and the low funding levels threatened departments and made some units dysfunctional. Themes of the second sub-issue, **workload**, were:

the inequity of teaching loads among the faculty; and the feeling of being "bombarded" with increasing demands and workloads while available budgets and associated staff that would be used to support these additional demands were drying up.

• ISSUE 30 (cited by 15% of the faculty) on the external Funding/Political issues.

The themes of this issue focused on: the inadequate support, either tangible or philosophical, from the Governor and Legislators; the fact that other state "agencies" were not cut as severely as the university; that state employees received regular COLA pay raises over the years while university employees did not; and that sacrifices such as no COLAs or below COLA pay hikes went mostly unacknowledged by state government officials.

• ISSUE 5 (cited by 14% of the faculty) on Statewide Administration.

Before listing the major themes for the Statewide Administration morale issue, it should be noted that in the 1990 UAF faculty opinion survey, only 11% of the faculty rated their satisfaction with Statewide as satisfactory or very satisfactory. The Regents received a 19% satisfaction rating, while the UAF executive administration received a 25% rating, and the deans/directors/department chairs received a 64% rating (Gaylord, 1990, pp. 36-43). Asking faculty, in this open-ended format, to list the most important morale issues yielded an unanticipated result in relation to these same groups of administrators and policy makers. As shown in FIGURE 6, morale issues attributed to the Regents were cited by only 5% of the faculty, 14% were attributed to Statewide, 21% to UAF executive administration, and 31% to the deans/directors/department chairs.

The themes of this issue centered on: the perception that Statewide is more concerned with maintaining the "bureaucracy" than in furthering the cause of an institution that has both a teaching and research mission; the lack of capable leadership among its top administrators; that it is intrusive; that Statewide fails to recognize that it is a 100% overhead operation with no teaching, research, or public service mission; that it was wrong for Statewide to have the best office space/ building and staff equipment; and that Statewide lacks a service orientation. A general background theme running through the comments was that Statewide was too big and into things more appropriately left to the universities.

(NOTE: This morale survey was conducted just prior to the release of the Kaludis Phase I Report - an external management review of Statewide services which addressed several of the above issues and resulted in a series of recommendations).

• ISSUE 15 (cited by 14% of the faculty) on academic Standards/Institutional Quality/ Accountability Issues which is comprised of the following four sub-issues:

1. Program Review / Peer Review / Accreditation	(cited by 12% of the faculty)
2. Quality / Accountability	(5%)
3. Promotion & Tenure	(4%)
4. CORE Curriculum	(3%)

The themes of the first sub-issue, **program review/peer review/accreditation**, were: the lack of faculty concern for academic integrity and standards; dissatisfaction with the process of program/peer reviews and the feeling that input had been ignored or that decisions had been

predetermined; and that decisions were not based on the information provided, not carried through, or even reversed. Themes of the second sub-issue, **quality / accountability**, included: too much "busy work" was being asked of faculty to justify what they do; concerns over the effects of a declining budget on the quality of education; concerns over the need to improve student evaluations of faculty instruction; the lack of incentives to do quality work; and the concern that some faculty resist any measure of accountability. The main theme of the sub-issue, **promotion and tenure**, was that promotion and tenure standards were weak at UAF and that there was a need for a more positive, fair, and responsible process. The main theme of the last sub-issue, **CORE curriculum**, was its high cost and that some aspects of the CORE were related to "politically correct" programs that take funds better spent on basic education and graduate student support.

• ISSUE 23 (cited by 14% of the faculty) on Salary Issues which is comprised of the following four sub-issues:

1. Market-Based Salaries	(cited by 6% of the faculty)
2. Merit Pay	(4%)
3. COLA	(3%)
4. Equity	(3%)

The basic theme of the first sub-issue, **market-based salaries**, was that faculty felt that they were paid less than the market and that market-based salary raises in and of themselves cause morale problems. Comparing 1990 faculty opinion survey results (Gaylord, 1990, p. 21) on how satisfied faculty were with their salaries, with the implementation results of the 1989 market-based salary raise (Warren & Gaylord, 1988, p. 16), showed that faculty in colleges/schools where the largest market adjustments were made were more satisfied with their present salary level. With only 6% of the faculty citing market-based salary as a morale issue in this survey, it was not possible to correlate the morale results to either of these previous studies. For the second sub-issue, **merit pay**, the main theme (5 out of 6 respondents) was that outstanding faculty are discouraged because of the absence of a merit pay system. One respondent felt that merit raises result in lower morale. The theme of the **COLA** sub-issue was that there was an erosion of faculty salary because pay increments were either skipped or too minimal to keep up with inflation. The last sub-issue, **equity**, focused on the theme that faculty salaries seem unrelated to any principle like qualifications, distinctions, years of service, or dedication to the institution.

• ISSUE 22 (cited by 13% of the faculty) on Recruitment/Non-Retention Issues which is comprised of the following two sub-issues:

1. Turnover	(cited by 8% of the faculty)
2. Ethnic / Gender Issues	(4%)

The basic themes of the first sub-issue, **turnover**, were: signs that young academicians, "the lifeblood of a vigorous faculty," are opting for jobs elsewhere because they are worried about the future of programs at UAF; RIF (reductions in force) worries; and the high rate of administrative personnel turnover. Themes of the sub-issue, **ethnic/gender issues**, were: not enough Native faculty; lack of a non-sexist environment (females cited this 2.5 times more than males); and that faculty diversity was low and only token efforts were made because they had to be. One foreign faculty member cited discrimination and petty harassment.

(NOTE: It should be mentioned again that no Native, Black, American Indian, or Hispanic faculty member responded to this morale survey.)

• ISSUE 21 (cited by 12% of the faculty) on Performance Assessment Issues which is comprised of the following two sub-issues:

1. Promotion & Tenure	(cited by 8% of the faculty)
2. Annual Evaluation	(5%)

The basic theme of the first sub-issue, **promotion and tenure**, was that some purposeful misuse or abuse of the promotion and tenure process existed. The second sub-issue, **annual evaluations**, had, as its primary theme, that annual evaluations gave faculty a feeling their work was of little value; that annual evaluations were meaningless paperwork.

• ISSUE 20 (cited by 10% of the faculty) on Research.

The themes of this issue focused on: the fact that most of a research faculty member's morale was a function of proposal funding; too much emphasis on "world class" mega research; research agenda being driven by administration not faculty; and funding inequities between institutes (always in the black) and academic departments (more and more in the red). The theme that non-research activities did not merit the same respect was also raised.

• ISSUE 25 (cited by 10% of the faculty) on Rural College Restructuring.

The themes of this issue, raised by the CRA faculty, included: the continuous act of restructuring had a negative morale impact; the dissatisfaction with the recent handling of the latest restructuring; and the UA System predisposition to reorganize issues away that are not structure-related.

• ISSUE 29 (cited by 10% of the faculty) on Communication.

The themes here were: faculty advice and reports were too often ignored; that there was too much reliance on "inference and rumor over actual evidence and facts" by both faculty and administrators; that faculty were in the dark about administrative decisions and the reasons behind them; and that public relations offices were not more service-oriented when asked for help.

• ISSUE 18 (cited by 9% of the faculty) on Teaching and Student Issues which is comprised of the following three sub-issues:

1. Productivity	(cited by 4% of the faculty)
2. Students	(4%)
3. Access	(3%)

The basic themes of the first sub-issue, **productivity**, were: inequity of teaching loads; lack of incentives; dissatisfaction with having to substantiate classroom instruction; and the feeling that institute faculty were supervising far too few students. Themes of the second issue, **students**, included: that too many new students lacked the preparation to engage in the normal college curriculum; that student evaluations were flawed because some faculty engaged in "out of normal favoritism" for good evaluations; and, one respondent even felt that appeals to "improve retention"

were contradictory to demands to "teach quality courses". The last sub-issue, **access**, focused on the theme that higher education was becoming less accessible. This was particularly related to an erosion of on-site higher education opportunities in rural areas of the state.

• ISSUE 31 (cited by 9% of the faculty) on the Value of Higher Education to external constituencies.

The themes of this issue were: that the state's administration and much of the legislature doubt the value and importance of the university; the depression over the fact that faculty devote their careers to efforts they believe to be in the nation's and/or state's best interest and things change; and that the external politics and associated money games are an affront to faculty who have made "real, long-term financial and lifestyle sacrifices to become excellent scholars and teachers."

• ISSUE 26 (cited by 8% of the faculty) on Rural College Communication.

The themes of this rural faculty issue were: that networking with main campus administrative/ student services offices was difficult; a sense of isolation from the rest of the university; reports and recommendations were ignored by UAF administrators; rural faculty feeling they were not being heard; and that Native leaders were not being encouraged to help plan college education.

• ISSUE 13 (cited by 5% of the faculty) on Administrative Paperwork/Busywork.

The theme here was there's too much of it. Morale was lowered because increasing enrollment and decreasing state budget have forced the administration to redirect "more of the administrative tasks and responsibilities back onto the faculty." Being "committee'd to death and crisis'ed to death" has made concentrating on teaching and research difficult.

• ISSUE 4 (cited by 5% of the faculty) on the Board of Regents.

Two themes dominated this issue. The first was that the "abject grovelling" the Board is forced to go through each year to externally justify the budget was seen as humiliating. The second was that respondents felt that there wasn't enough BOR support, "either tangible or philosophical," for the university and its faculty, and insufficient recognition of their contributions.

(NOTE: The last seven issues were cited by less than 5% of the faculty who responded to the morale survey.)

• ISSUE 17 (cited by 4% of the faculty) on the Library.

The two themes here were: that the shortage of funds for essential areas such as the library, "the heart of any university," were compromising the quality of UAF programs; and the poor quality of research-dependent journals and periodicals. In the 1990 faculty opinion survey, 38% of the faculty indicated they were dissatisfied or very dissatisfied with library facilities and materials (Gaylord, 1990, p. 8).

• ISSUE 12 (cited by 3% of the faculty) on Administrator Turnover.

The theme of this issue was that there was a lack of stable leadership, that administrator turnover was too high, and that there wasn't a "commitment to the long haul" by top administrators.

• ISSUE 16 (cited by 3% of the faculty) on Native Student Grading.

This morale issue was related to the assertion made last fall by a UAF faculty member that Native students were given preferential grading. The basic theme here was that faculty felt the administration reacted too slowly, and that Native faculty and students were "humiliated and invalidated." The faculty who cited this issue were all from the College of Rural Alaska.

(NOTE: This Spring, the Chancellor's Advisory Committee on Native Education was established, a grading statement has been released, and the committee has begun work on a host of educational issues specifically related to Alaska Natives.)

• ISSUE 27 (cited by 3% of the faculty) on Rural College Funding.

The theme of this issue raised by rural faculty, was related to declining budgets and a feeling that rural campus funds were being reallocated to meet main campus shortfalls.

• ISSUE 32 (cited by 3% of the faculty) on the external Environment.

The hodgepodge of external environment themes included: that Alaska's low population base made the pool from which to draw competent administrative staff, and to a lesser degree faculty and students, hopeless; that the stresses imposed by the Fairbanks climate and the depression that results (labeled "Seasonal Affective Disorder") make everybody's morale tumble by the end of the winter; and that together the declining economy, the low population, and the physical dimensions of Alaska dictate (inspite of the consolidations made in the recent and difficult UA restructuring) that the State cannot maintain UA in its present form.

• ISSUE 24 (cited by 2% of the faculty) on Union.

The theme of this issue related to not having an honorable settlement between the university and former community college teachers.

(NOTE: Since this survey was conducted, the Board of Regents and the Union have approved a collective bargaining agreement which was recently signed by the Alaska Department of Administration.)

• ISSUE 28 (cited by 2% of the faculty) on UAF's Rural Mission.

The theme of this issue focused on the feeling that UAF has not lived up to its mission statement concerning rural Alaska.

The Issues Quasi-Statistical Analysis

The following six tables summarize the statistical results of crosstabulations run on the seven major morale factors and the 32 morale issues against the faculty attributes of (1) faculty rank, (2) tenure status, (3) UAF years of service, (4) gender, (5) age, and (6) school or college faculty belong to. The specific questions these tables were designed to answer were:

TABLE 1: What differences existed for faculty by rank in citing morale issues, and were any observed differences statistically significant?

TABLE 2: What differences existed for faculty by tenure status in citing morale issues, and were any observed differences statistically significant?

TABLE 3: What differences existed for faculty by UAF years of service in citing morale issues, and were any observed differences statistically significant?

TABLE 4: What differences existed for faculty by gender in citing morale issues, and were any observed differences statistically significant?

TABLE 5: What differences existed for faculty by age in citing morale issues, and were any observed differences statistically significant?

TABLE 6: What differences existed for faculty by their college/school in citing morale issues, and were any observed differences statistically significant?

The intent of this part of the analysis was to assess faculty-attribute-based morale issue differences. By detailing who was more impacted by a particular morale issue, the Strategic Planning Leadership Committee would have the essential information to gauge the impact to strategic planning. This information could also be incorporated into the process of developing and refining initiatives.

TABLE 1: Issues Crosstabulated with Faculty Groups Based on Rank

Statistically Significant Results

1. Only one morale factor was found to have a statistically significant difference. FACTOR 7 on External Issues, was found to have a statistically significant difference by faculty rank. Some 29% of professors cited this issue compared to just 14% and 13% of associate professors and assistant professors, respectively.

2. Two morale issues were found to have statistically significant differences. ISSUE 5 on Statewide Administration, was cited by 19% of professors and just 13% and 6% of assistant professors and associate professors, respectively. ISSUE 30, on external Political/Funding issues, was cited by 26% of professors and just 6% of assistant and associate professors.

Not Statistically Significant - but those cited more than others

1. Assistant professors cited morale ISSUE 1 on Future Funding Uncertainty far more than professors and associate professors (30% compared to 16% and 12%).

2. Associate professors cited morale ISSUE 2 on Adequacy of Current Support Budgets far less than professors and assistant professors (8% compared to 26% and 18%).

3. Assistant professors cited morale ISSUE 7 on Department/ College /School Administration far less than professors and associate professors (20% compared to 32% and 37%).

4. Professors did not cite morale ISSUE 18 on Teaching and Student Issues.

THE ISSUES - Table 1: Faculty Rank Crosstabulations

	FREQUENCY AN ISSUE WAS CITED											
	Total (N=132)	Factor Rank (1 to 7)	Issue Rank (1 to 19)	Pro-fessor (N=33)	Prof Factor Rank (1 to 6)	Prof Issue Rank (1 to 11)	Assoc Prof (N=26)	Assoc Factor Rank (1 to 6)	Assoc Issue Rank (1 to 15)	Asst Prof (N=28)	Asst Factor Rank (1 to 6)	Asst Issue Rank (1 to 14)
ELEMENT 1: INTERNAL												
FACTOR 1: Funding	42 %	3		52 %	3		35 %	4		45 %	3	
Issue 01 Future Funding Uncertainty	19 %	-	7	16 %	-	6	12 %	-	9	30 %	-	3
Issue 02 Adequacy of Current Support Budgets Issues	16 %	-	8	26 %	-	4	8 %	-	11	18 %	-	7
Issue 03 Budget Decision-Making/Reduction Process	21 %	-	6	26 %	-	4	22 %	-	5	20 %	-	6
FACTOR 2: Administration	84 %	1		84 %	1		88 %	1		78 %	1	
Issue 04 Board of Regents	5 %	-	16	7 %	-	9	2 %	-	14	3 %	-	13
Issue 05 Statewide Administration	14 %	-	10	19 %	-	5	6 %	-	12	13 %	-	9
Issue 06 UAF Executive Administration	21 %	-	6	13 %	-	7	20 %	-	6	20 %	-	6
Issue 07 Department/College Administration Issues	31 %	-	3	32 %	-	2	37 %	-	3	20 %	-	6
Issue 08 Effectiveness & Efficiency Issues	27 %	-	4	29 %	-	3	31 %	-	4	23 %	-	5
Issue 09 Performance & Accountability Issues	45 %	-	1	36 %	-	1	55 %	-	1	40 %	-	2
Issue 10 Faculty Involvement in Decisions	24 %	-	5	19 %	-	5	31 %	-	4	18 %	-	7
Issue 11 Faculty Respect/Appreciation	19 %	-	7	19 %	-	5	16 %	-	7	15 %	-	8
Issue 12 Administrator Turnover	3 %	-	18	7 %	-	9	4 %	-	13	0 %	-	14
Issue 13 Administrative Paperwork/Busywork	5 %	-	16	7 %	-	9	6 %	-	12	3 %	-	13
Issue 14 Support Services Issues	24 %	-	5	19 %	-	5	22 %	-	5	28 %	-	4
FACTOR 3: Academic	59 %	2		55 %	2		55 %	2		68 %	2	
Issue 15 Standards, Quality, & Accountability Issues	14 %	-	10	13 %	-	7	16 %	-	7	15 %	-	8
Issue 16 Native Student Grading	3 %	-	18	0 %	-	11	2 %	-	14	8 %	-	11
Issue 17 Library	4 %	-	17	10 %	-	8	2 %	-	14	3 %	-	13
Issue 18 Teaching & Student Issues	9 %	-	14	0 %	-	11	14 %	-	8	10 %	-	10
Issue 19 Faculty Issues	42 %	-	2	29 %	-	3	47 %	-	2	43 %	-	1
Issue 20 Research	10 %	-	13	13 %	-	7	8 %	-	11	13 %	-	9
FACTOR 4: Compensation/Employment	33 %	4		26 %	5		39 %	3		30 %	4	
Issue 21 Performance Assessment Issues	12 %	-	12	10 %	-	8	16 %	-	7	8 %	-	11
Issue 22 Recruitment, Hiring, & Non-Retention Issues	13 %	-	11	10 %	-	8	12 %	-	9	15 %	-	8
Issue 23 Salary Issues	14 %	-	10	16 %	-	6	12 %	-	9	15 %	-	8
Issue 24 Union	2 %	-	19	0 %	-	11	2 %	-	14	0 %	-	14
FACTOR 5: Rural Campus	14 %	6		7 %	6		10 %	6		20 %	5	
Issue 25 Rural College Restructuring	10 %	-	13	7 %	-	9	8 %	-	11	10 %	-	10
Issue 26 Rural College Communication	8 %	-	15	3 %	-	10	4 %	-	13	15 %	-	8
Issue 27 Rural College Funding	3 %	-	18	0 %	-	11	2 %	-	14	5 %	-	12
Issue 28 Rural Mission	2 %	-	19	0 %	-	11	0 %	-	15	8 %	-	11
FACTOR 6: Communication	10 %	7		7 %	6		10 %	6		13 %	6	
Issue 29 Communication	10 %	-	13	7 %	-	9	10 %	-	10	13 %	-	9
ELEMENT 2: EXTERNAL												
FACTOR 7: External Issue	21 %	5		29 %	4		14 %	5		13 %	6	
Issue 30 Political/Funding	15 %	-	9	26 %	-	4	8 %	-	11	8 %	-	11
Issue 31 Value of Higher Education	9 %	-	14	13 %	-	7	10 %	-	10	5 %	-	12
Issue 32 Environment	3 %	-	18	3 %	-	10	2 %	-	14	3 %	-	13

NOTES: (1) Shaded rows indicate that the variance among groups a Factor or Issue had been cited had a statistically significant Chi-Square.
(2) Under Issue 07, the sub-issue of Politics/Leadership had a statistically significant Chi-Square ($p < .05$). Here, Professors cited this more than the expected value.

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TABLE 2: Issues Crosstabulated with Faculty Groups Based on Tenure Status

Statistically Significant Results

1. No morale factor was found to have a statistically significant difference by tenured and non-tenured faculty groups.

2. One morale issue was found to have a statistically significant difference. ISSUE 26 on Rural College Communication, was cited by 13% of non-tenured faculty and just 3% of tenured faculty.

Not Statistically Significant - but those cited more than others

1. Tenured faculty frequently cited issues within the following:

	Tenured	Non-Tenured
FACTOR 4: Compensation / Employment	**36%**	31%

2. Non-tenured faculty frequently cited issues within the following:

	Tenured	Non-Tenured
FACTOR 3: Academic	56%	**63%**
FACTOR 6: Communication	6%	**14%**

(Discounting Rural Campus differences because sample responses equalled the proportion of tenured and non-tenured faculty from CRA/SCCE who responded to the survey, and all FACTOR 5 responses came from CRA/SCCE faculty.)

3. Tenured faculty cited morale ISSUE 7 on Department/ College/ School Administration far more than non-tenured faculty (38% compared to 25%).

4. Non-tenured faculty cited morale ISSUE 14 on Support Services Issues far more than tenured faculty (31% compared to 19%).

5. Non-tenured faculty cited morale ISSUE 29 on Communication far more than tenured faculty (14% compared to 6%).

6. Tenured faculty cited performance assessment and salary issues more than did non-tenured faculty.

		Tenured	Non-Tenured
ISSUE 21:	Performance Assessment Issues	**16%**	9%
	Sub-Issue: Promotion & Tenure	**11%**	6%
ISSUE 23:	Salary Issues	**17%**	13%
	Sub-Issue: Merit Pay	**6%**	3%
	Sub-Issue: Equity	**5%**	2%

7. Non-tenured faculty cited recruitment, hiring, and non-retention issues more than did tenured faculty.

ISSUE 22:	Recruitment, Hiring, Non-Retention Issues	11%	**16%**
	Sub-Issue: Turnover	5%	**11%**

8. Non-tenured faculty tended to cite internal element issues at a slightly higher rate than did tenured faculty. On the other hand, tenured faculty tended to cite external element issues more frequently than did non-tenured faculty.

THE ISSUES - Table 2: Faculty Tenure Status Crosstabulations

	FREQUENCY AN ISSUE WAS CITED								
	Total (N=132)	Factor Rank (1 to 7)	Issue Rank (1 to 19)	Tenured (N=64)	Tenured Factor Rank (1 to 7)	Tenured Issue Rank (1 to 17)	Non-Tenured (N=64)	Non-Tenured Factor Rank (1 to 7)	Non-Tenured Issue Rank (1 to 15)
ELEMENT 1: INTERNAL									
FACTOR 1: Funding	**42 %**	**3**		**41 %**	**3**		**44 %**	**3**	
Issue 01 Future Funding Uncertainty	19 %	-	7	17 %	-	6	22 %	-	6
Issue 02 Adequacy of Current Support Budgets Issues	16 %	-	8	17 %	-	6	14 %	-	9
Issue 03 Budget Decision-Making/Reduction Process	21 %	-	6	19 %	-	5	23 %	-	5
FACTOR 2: Administration	**84 %**	**1**		**84 %**	**1**		**83 %**	**1**	
Issue 04 Board of Regents	5 %	-	16	5 %	-	14	3 %	-	14
Issue 05 Statewide Administration	14 %	-	10	13 %	-	8	14 %	-	9
Issue 06 UAF Executive Administration	21 %	-	6	17 %	-	6	23 %	-	5
Issue 07 Department/College Administration Issues	31 %	-	3	38 %	-	2	25 %	-	4
Issue 08 Effectiveness & Efficiency Issues	27 %	-	4	31 %	-	3	25 %	-	4
Issue 09 Performance & Accountability Issues	45 %	-	1	48 %	-	1	41 %	-	2
Issue 10 Faculty Involvement in Decisions	24 %	-	5	27 %	-	4	20 %	-	7
Issue 11 Faculty Respect/Appreciation	19 %	-	7	17 %	-	6	20 %	-	7
Issue 12 Administrator Turnover	3 %	-	18	5 %	-	14	2 %	-	15
Issue 13 Administrative Paperwork/Busywork	5 %	-	16	6 %	-	13	3 %	-	14
Issue 14 Support Services Issues	24 %	-	5	19 %	-	5	31 %	-	3
FACTOR 3: Academic	**59 %**	**2**		**56 %**	**2**		**63 %**	**2**	
Issue 15 Standards, Quality, & Accountability Issues	14 %	-	10	17 %	-	6	13 %	-	10
Issue 16 Native Student Grading	3 %	-	18	3 %	-	15	3 %	-	14
Issue 17 Library	4 %	-	17	6 %	-	13	2 %	-	15
Issue 18 Teaching & Student Issues	9 %	-	14	8 %	-	12	11 %	-	11
Issue 19 Faculty Issues	42 %	-	2	38 %	-	2	47 %	-	1
Issue 20 Research	10 %	-	13	11 %	-	10	9 %	-	12
FACTOR 4: Compensation/Employment	**33 %**	**4**		**36 %**	**4**		**31 %**	**4**	
Issue 21 Performance Assessment Issues	12 %	-	12	16 %	-	7	9 %	-	12
Issue 22 Recruitment, Hiring, & Non-Retention Issues	13 %	-	11	11 %	-	9	16 %	-	8
Issue 23 Salary Issues	14 %	-	10	17 %	-	6	13 %	-	10
Issue 24 Union	2 %	-	19	0 %	-	17	3 %	-	14
FACTOR 5: Rural Campus	**14 %**	**6**		**9 %**	**6**		**19 %**	**5**	
Issue 25 Rural College Restructuring	10 %	-	13	8 %	-	12	13 %	-	10
Issue 26 Rural College Communication	8 %	-	15	3 %	-	15	13 %	-	10
Issue 27 Rural College Funding	3 %	-	18	2 %	-	16	5 %	-	13
Issue 28 Rural Mission	2 %	-	19	0 %	-	17	5 %	-	13
FACTOR 6: Communication	**10 %**	**7**		**6 %**	**7**		**14 %**	**7**	
Issue 29 Communication	10 %	-	13	6 %	-	13	14 %	-	9
ELEMENT 2: EXTERNAL									
FACTOR 7: External Issue	**21 %**	**5**		**20 %**	**5**		**17 %**	**6**	
Issue 30 Political/Funding	15 %	-	9	17 %	-	6	11 %	-	11
Issue 31 Value of Higher Education	9 %	-	14	9 %	-	11	9 %	-	12
Issue 32 Environment	3 %	-	18	3 %	-	15	2 %	-	15

NOTES: (1) Shaded rows indicate that the variance among groups a Factor or Issue had been cited had a statistically significant Chi-Square.
(2) Under Issue 07, the sub-issue of Politics & Leadership had a statistically significant Chi-Square ($p < .05$). The Tenured Cohort cited this more than the expected value while the Non-Tenured Cohort cited it less.
(3) Under Issue 14, the sub-issue of Budget/Purchasing/Grants & Contracts A&R, etc. had a statistically significant Chi-Square ($p < .05$). Here, the Non-Tenured Cohort cited this more than the expected value.

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TABLE 3: Issues Crosstabulated with Faculty Groups Based on UAF Years of Service

Statistically Significant Results

1. Only one morale factor was found to have a statistically significant difference by UAF service year groups of 5≤ years, 6-15 years, and >15 years.

	5≤ years	6-15 years	>15 years
FACTOR 7: External Issues	14%	9%	29%

29% of faculty in the 6-15 years group cited this issue compared to just 14% and 9% of the 5 years≤ group and the >15 years group , respectively.

2. One morale issue was found to have a statistically significant difference. ISSUE 30 on external Political/Funding issues, was cited by 24% of faculty in the 6-15 years group cited this issue compared to just 6% and 9% of the 5 years≤ group and the >15 years group .

Not Statistically Significant - but those cited more than others

1. For two FACTORS the less time faculty had been employed at UAF the more frequently they cited issues within these FACTORS:

	5≤ years	6-15 years	>15 years
FACTOR 3: Academic	68%	56%	50%

68% of faculty in the 5≤ years cohort cited this issue compared to just 56% and 50% of the 6-15 years cohort and the >15 years cohort, respectively.

FACTOR 6: Communication	14%	11%	3%

14% of faculty in the 5≤ years cohort cited this issue compared to just 11% and 3% of the 6-15 years cohort and the >15 years cohort, respectively.

2. For one FACTOR the more time faculty had been employed at UAF the more frequently they cited issue within this FACTOR:

	5≤ years	6-15 years	>15 years
FACTOR 2: Administrative	80%	84%	88%

3. Faculty with 5 years or fewer UAF service cited morale ISSUE 9 on Performance and Accountability far less than faculty with 6-15 years or faculty with >15 years (32% compared to 51% and 53%).

4. Faculty with 5 years or fewer UAF service cited morale ISSUE 10 on Faculty Involvement in Decisions far less than faculty with 6-15 years or faculty with >15 years (14% compared to 31% and 28%).

5. Faculty with >15 years of UAF service cited morale ISSUE 19 on Faculty Issues far less than faculty with 5 years or fewer and faculty with 6-15 years (25% compared to 48% and 47%).

6. A large degree of consistency existed among the service year cohorts for issues related to various levels of administration.

	5≤ years	6-15 years	>15 years
ISSUE 4: Regents	2%	4%	3%
ISSUE 6: UAF Executive Administration	20%	20%	19%
ISSUE 7: Department/College/School Admin	30%	33%	28%
Only Statewide Administration had variance.			
ISSUE 5: Statewide Administration	8%	1[illegible]%	13%

THE ISSUES - Table 3: Faculty Service Years Crosstabulations

	FREQUENCY AN ISSUE WAS CITED											
	Total (N=132)	Factor Rank (1 to 7)	Issue Rank (1 to 19)	5yrs< (N=50)	5yrs< Factor Rank (1 to 6)	5yrs< Issue Rank (1 to 17)	6-15yrs (N=45)	6-15yrs Factor Rank (1 to 7)	6-15yrs Issue Rank (1 to 14)	>15yrs (N=42)	>15yrs Factor Rank (1 to 7)	>15yrs Issue Rank (1 to 11)
ELEMENT 1: INTERNAL												
FACTOR 1: Funding	42 %	3		42 %	3		49 %	3		34 %	4	
Issue 01 Future Funding Uncertainty	19 %	-	7	24 %	-	6	18 %	-	8	16 %	-	6
Issue 02 Adequacy of Current Support Budgets Issues	16 %	-	8	12 %	-	11	18 %	-	8	19 %	-	5
Issue 03 Budget Decision-Making/Reduction Process	21 %	-	6	20 %	-	8	27 %	-	5	16 %	-	6
FACTOR 2: Administration	84 %	1		80 %	1		84 %	1		88 %	1	
Issue 04 Board of Regents	5 %	-	15	2 %	-	16	4 %	-	13	3 %	-	10
Issue 05 Statewide Administration	14 %	-	10	8 %	-	13	18 %	-	8	13 %	-	7
Issue 06 UAF Executive Administration	21 %	-	6	20 %	-	8	20 %	-	7	19 %	-	5
Issue 07 Department/College Administration Issues	31 %	-	3	30 %	-	3	33 %	-	3	28 %	-	3
Issue 08 Effectiveness & Efficiency Issues	27 %	-	4	26 %	-	5	31 %	-	4	25 %	-	4
Issue 09 Performance & Accountability Issues	45 %	-	1	32 %	-	2	51 %	-	1	53 %	-	1
Issue 10 Faculty Involvement in Decisions	24 %	-	5	14 %	-	10	31 %	-	4	28 %	-	3
Issue 11 Faculty Respect/Appreciation	19 %	-	7	22 %	-	7	16 %	-	9	16 %	-	6
Issue 12 Administrator Turnover	3 %	-	18	2 %	-	16	2 %	-	14	6 %	-	9
Issue 13 Administrative Paperwork/Busywork	5 %	-	16	4 %	-	15	2 %	-	14	9 %	-	8
Issue 14 Support Services Issues	24 %	-	5	28 %	-	4	18 %	-	8	28 %	-	3
FACTOR 3: Academic	59 %	2		68 %	2		56 %	2		50 %	2	
Issue 15 Standards, Quality, & Accountability Issues	14 %	-	10	12 %	-	11	16 %	-	9	16 %	-	6
Issue 16 Native Student Grading	3 %	-	18	4 %	-	15	2 %	-	14	3 %	-	10
Issue 17 Library	4 %	-	17	4 %	-	15	4 %	-	13	3 %	-	10
Issue 18 Teaching & Student Issues	9 %	-	14	12 %	-	11	9 %	-	11	3 %	-	10
Issue 19 Faculty Issues	42 %	-	2	48 %	-	1	47 %	-	2	25 %	-	4
Issue 20 Research	10 %	-	13	10 %	-	12	9 %	-	11	13 %	-	7
FACTOR 4: Compensation/Employment	33 %	4		28 %	4		36 %	4		38 %	3	
Issue 21 Performance Assessment Issues	12 %	-	12	8 %	-	13	11 %	-	10	19 %	-	5
Issue 22 Recruitment, Hiring, & Non-Retention Issues	13 %	-	11	16 %	-	9	11 %	-	10	13 %	-	7
Issue 23 Salary Issues	14 %	-	10	12 %	-	11	18 %	-	8	13 %	-	7
Issue 24 Union	2 %	-	19	0 %	-	17	4 %	-	13	0 %	-	11
FACTOR 5: Rural Campus	14 %	6		16 %	5		18 %	6		6 %	6	
Issue 25 Rural College Restructuring	10 %	-	13	8 %	-	13	18 %	-	8	31 %	-	2
Issue 26 Rural College Communication	8 %	-	15	10 %	-	12	7 %	-	12	6 %	-	9
Issue 27 Rural College Funding	3 %	-	18	0 %	-	17	9 %	-	11	0 %	-	11
Issue 28 Rural Mission	2 %	-	19	4 %	-	15	2 %	-	14	0 %	-	11
FACTOR 6: Communication	10 %	7		14 %	6		11 %	7		3 %	7	
Issue 29 Communication	10 %	-	13	14 %	-	10	11 %	-	10	3 %	-	10
ELEMENT 2: EXTERNAL												
FACTOR 7: External Issue	21 %	5		14 %	6		29 %	5		9 %	5	
Issue 30 Political/Funding	15 %	-	9	6 %	-	14	24 %	-	6	9 %	-	8
Issue 31 Value of Higher Education	9 %	-	14	8 %	-	13	16 %	-	9	0 %	-	11
Issue 32 Environment	3 %	-	18	2 %	-	16	2 %	-	14	3 %	-	10

NOTES: (1) Shaded rows indicate that the variance among groups a Factor or Issue had been cited had a statistically significant Chi-Square.
(2) Under Issue 19, the sub-issue of Involvement in Decisions had a statistically significant Chi-Square ($p < .05$). The 6-15 Service Years Cohort cited this more than the expected value.
(3) Under Issue 19, the sub-issue of Peer Respect/Recognition had a statistically significant Chi-Square ($p < .05$). The 5 Years< Cohort cited this more than the expected value while the >15 Years Cohort cited it less.

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TABLE 4: Issues Crosstabulated with Faculty Groups Based on Gender

Statistically Significant Results

1. Three morale factors were found to have a statistically significant difference between male and female faculty groups.

   FACTOR 1: Funding.
   48% of male faculty cited this issue compared with 26% of female faculty.
   FACTOR 3: Academic.
   74% of female faculty cited this issue compared with 54% of male faculty.
   FACTOR 5: Rural Campus.
   26% of female faculty cited this issue compared with 10% of male faculty. Recalling the fact that only CRA/SCCE faculty cited issues under this factor, a Chi-Square on just CRA/SCCE faculty did not yield a statistically significant difference between male and female faculty from this college cohort. Consequently, further statistical analysis of FACTOR 5 was dropped.

2. Discounting the issues (25 and 26) under FACTOR 5 (Rural Campus), two morale issues were found to have statistically significant differences.

   ISSUE 19: Faculty Issues
   65% of female faculty cited this issue compared with 34% of male faculty. Recalling that this issue was comprised of six sub-issues, Chi-Squares were run on each sub-issue and yielded two statistically significant sub-issues:

   SUB-ISSUE on Peer Respect & Recognition
   29% of female faculty cited this compared with 10% of male faculty.
   SUB-ISSUE on Peer Cooperation/Teamwork/Trust/Mentoring/Socializing
   19% of female faculty cited this compared with 6% of male faculty.

   ISSUE 22: Recruitment, Hiring, & Non-Retention Issues
   29% of female faculty cited this issue compared with 8% of male faculty. Recalling that this issue was comprised of two sub-issues, Chi-Squares were run on each sub-issue and yielded one statistically significant sub-issue:

   SUB-ISSUE on Ethnic / Gender Issues
   16% of female faculty cited this compared with 2% of male faculty.

Not Statistically Significant - but those cited more than others

1. Male faculty tended to cite morale issues related to the administration and to support services more than female faculty.

ISSUE 4:	Regents	4% males	0% females
ISSUE 5:	Statewide Administration	16% males	3% females
ISSUE 6:	UAF Executive Administration	21% males	16% females
ISSUE 7:	Department/ College / School Admin	33% males	23% females
ISSUE 14:	Support Services Issues	26% males	19% females

2. Female faculty tended to cite morale issues related to involvement in administrative decisions and respect more than male faculty.

ISSUE 10:	Faculty Involvement in Admin Decisions	32% females	21% males
ISSUE 11:	Faculty Respect / Appreciation	29% females	15% males

3. Female faculty tended to cite internal element issues at a higher rate than did male faculty. On the other hand, male faculty tended to cite external element issues more frequently than did female faculty.

THE ISSUES - Table 4: Faculty Gender Crosstabulations

	FREQUENCY AN ISSUE WAS CITED								
	Total (N=132)	Factor Rank (1 to 7)	Issue Rank (1 to 19)	Male (N=96)	Male Factor Rank (1 to 7)	Male Issue Rank (1 to 20)	Female (N=31)	Female Factor Rank (1 to 6)	Female Issue Rank (1 to 12)
ELEMENT 1: INTERNAL									
FACTOR 1: Funding	42 %	3		48 %	3		26 %	4	
Issue 01 Future Funding Uncertainty	19 %	-	7	23 %	-	5	10 %	-	9
Issue 02 Adequacy of Current Support Budgets Issues	16 %	-	8	18 %	-	7	10 %	-	9
Issue 03 Budget Decision-Making/Reduction Process	21 %	-	6	23 %	-	5	16 %	-	7
FACTOR 2: Administration	84 %	1		82 %	1		87 %	1	
Issue 04 Board of Regents	5 %	-	16	4 %	-	17	0 %	-	12
Issue 05 Statewide Administration	14 %	-	10	16 %	-	9	3 %	-	11
Issue 06 UAF Executive Administration	21 %	-	6	21 %	-	6	16 %	-	7
Issue 07 Department/College Administration Issues	31 %	-	3	33 %	-	3	23 %	-	5
Issue 08 Effectiveness & Efficiency Issues	27 %	-	4	26 %	-	4	32 %	-	3
Issue 09 Performance & Accountability Issues	45 %	-	1	43 %	-	1	48 %	-	2
Issue 10 Faculty Involvement in Decisions	24 %	-	5	21 %	-	6	32 %	-	3
Issue 11 Faculty Respect/Appreciation	19 %	-	7	15 %	-	10	29 %	-	4
Issue 12 Administrator Turnover	3 %	-	18	3 %	-	18	3 %	-	11
Issue 13 Administrative Paperwork/Busywork	5 %	-	16	4 %	-	17	7 %	-	10
Issue 14 Support Services Issues	24 %	-	5	26 %	-	4	19 %	-	6
FACTOR 3: Academic	59 %	2		54 %	2		74 %	2	
Issue 15 Standards, Quality, & Accountability Issues	14 %	-	10	15 %	-	10	13 %	-	8
Issue 16 Native Student Grading	3 %	-	18	1 %	-	20	10 %	-	9
Issue 17 Library	4 %	-	17	4 %	-	17	3 %	-	11
Issue 18 Teaching & Student Issues	9 %	-	14	9 %	-	13	7 %	-	10
Issue 19 Faculty Issues	42 %	-	2	34 %	-	2	65 %	-	1
Issue 20 Research	10 %	-	13	12 %	-	11	7 %	-	10
FACTOR 4: Compensation/Employment	33 %	4		30 %	4		42 %	3	
Issue 21 Performance Assessment Issues	12 %	-	12	10 %	-	12	16 %	-	7
Issue 22 Recruitment, Hiring, & Non-Retention Issues	13 %	-	11	8 %	-	14	29 %	-	4
Issue 23 Salary Issues	14 %	-	10	17 %	-	8	7 %	-	10
Issue 24 Union	2 %	-	19	1 %	-	20	3 %	-	11
FACTOR 5: Rural Campus	14 %	6		10 %	6		26 %	4	
Issue 25 Rural College Restructuring	10 %	-	13	7 %	-	15	19 %	-	6
Issue 26 Rural College Communication	8 %	-	15	5 %	-	16	16 %	-	7
Issue 27 Rural College Funding	3 %	-	18	10 %	-	12	10 %	-	9
Issue 28 Rural Mission	2 %	-	19	3 %	-	18	0 %	-	12
FACTOR 6: Communication	10 %	7		9 %	7		13 %	5	
Issue 29 Communication	10 %	-	13	9 %	-	13	13 %	-	8
ELEMENT 2: EXTERNAL									
FACTOR 7: External Issue	21 %	5		21 %	5		10 %	6	
Issue 30 Political/Funding	15 %	-	9	16 %	-	9	7 %	-	10
Issue 31 Value of Higher Education	9 %	-	14	9 %	-	13	7 %	-	10
Issue 32 Environment	3 %	-	18	2 %	-	19	3 %	-	11

NOTES: (1) Shaded rows indicate that the variance among groups a Factor or Issue had been cited had a statistically significant Chi-Square.
(2) Under Issue 19, the sub-issue of Peer Respect/Recognition had a statistically significant Chi-Square ($p < .05$). Females cited this more than the expected value.
(3) Under Issue 19, the sub-issue of Peer Cooperation/Teamwork/Trust Mentoring/Socializing had a statistically significant Chi-Square ($p < .05$). Here, Females cited this more than the expected value.
(4) Under Issue 22, the sub-issue of Ethnic/Gender Issues had a statistically significant Chi-Square ($p < .05$). Females cited this more than the expected value.

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TABLE 5: Issues Crosstabulated with Faculty Groups Based on Age

Statistically Significant Results

1. No morale factor was found to have a statistically significant difference.

2. Two morale issues were found to have statistically significant differences.

   ISSUE 2: Adequacy of Current Support Budgets Issues
   33% of faculty in the 40< years cohort cited this issue compared with 13% in the 40-49 years old cohort and 15% in the 50+ years cohort. Recalling that this issue was comprised of two sub-issues, Chi-Squares were run on each sub-issue but neither was found to be statistically significant.
   ISSUE 30: External Political/Funding Issues
   26% of faculty in the 50+ years group cited this issue compared with 5% in the 40-49 years old group and 15% in the 40< years old group .

3. One sub-issue, under ISSUE 7 on Department/College/School Administration, was found to have a statistically significant difference.

   SUB-ISSUE: Department/College/School Politics and Leadership
   30% of faculty in the 50+ years group cited this issue compared with 8% in the 40< years old group and 12% in the 40-49 years old group .

Not Statistically Significant - but those cited more than others

1. Remarkable similarities existed in the frequency each factor was cited by faculty age groups. Discounting FACTOR 5 (Rural Campus) differences because sample responses equalled the proportion of faculty by age group from CRA/SCCE who responded to the survey, only FACTOR 7 on External Issues had any noticeable variance. This FACTOR was cited by 26% of faculty over 50 years old compared to 15% of faculty less than 40 years old and 5% of faculty between 40 and 50 years old.

2. The older the faculty the more they tended to cite the morale issues related to Statewide Administration, administrative efficiency, involvement in administrative decisions, and communication.

	40 years<	40-49yrs	50+ yrs
ISSUE 5: Statewide Administration	10%	12%	15%
ISSUE 8: Admin Effectiveness & Efficiencies	15%	30%	37%
ISSUE 10: Faculty Involvement in Admin Decisions	15%	25%	33%
ISSUE 29: Communication	8%	10%	15%

3. The younger and older faculty age groups tended to cite the morale issues related to UAF executive administration, academic standards, and performance assessment more frequently than middle-aged faculty.

	40 years<	40-49yrs	50+ yrs
ISSUE 6: UAF Executive Administration	23%	15%	22%
ISSUE 15: Academic Standards, Accountability	18%	10%	19%
ISSUE 21: Performance Assessment Issues	18%	5%	19%

4. The middle-aged faculty age group tended to cite the morale issues related to administrator accountability, teaching and students, and salary more frequently than younger and older faculty groups.

	40 years<	40-49yrs	50+ yrs
ISSUE 9: Administrator Accountability	41%	48%	41%
ISSUE 18: Teaching & Students	3%	13%	7%
ISSUE 19: Faculty Issues	28%	50%	44%
ISSUE 23: Salary Issues	13%	18%	7%

THE ISSUES - Table 5: Faculty Age Crosstabulations

	FREQUENCY AN ISSUE WAS CITED											
	Total (N=132)	Factor Rank (1 to 7)	Issue Rank (1 to 19)	40yrs< (N=39)	40yrs< Factor Rank (1 to 7)	40yrs< Issue Rank (1 to 13)	40-49 (N=60)	40-49 Factor Rank (1 to 7)	40-49 Issue Rank (1 to 18)	50+yrs (N=27)	50+yrs Factor Rank (1 to 6)	50+yrs Issue Rank (1 to 12)
ELEMENT 1: INTERNAL												
FACTOR 1: Funding	42 %	3		46 %	3		40 %	3		44 %	3	
Issue 01 Future Funding Uncertainty	19 %	-	7	33 %	-	2	13 %	-	10	15 %	-	8
Issue 02 Adequacy of Current Support Budgets Issues	16 %	-	8	18 %	-	6	12 %	-	11	22 %	-	6
Issue 03 Budget Decision-Making/Reduction Process	21 %	-	6	23 %	-	4	20 %	-	7	22 %	-	6
FACTOR 2: Administration	84 %	1		87 %	1		82 %	1		82 %	1	
Issue 04 Board of Regents	5 %	-	16	3 %	-	12	2 %	-	17	7 %	-	10
Issue 05 Statewide Administration	14 %	-	10	10 %	-	9	12 %	-	11	15 %	-	8
Issue 06 UAF Executive Administration	21 %	-	6	23 %	-	4	15 %	-	9	22 %	-	6
Issue 07 Department/College Administration Issues	31 %	-	3	28 %	-	3	28 %	-	4	41 %	-	2
Issue 08 Effectiveness & Efficiency Issues	27 %	-	4	15 %	-	7	30 %	-	3	37 %	-	3
Issue 09 Performance & Accountability Issues	45 %	-	1	41 %	-	1	48 %	-	2	41 %	-	2
Issue 10 Faculty Involvement in Decisions	24 %	-	5	15 %	-	7	25 %	-	5	33 %	-	4
Issue 11 Faculty Respect/Appreciation	19 %	-	7	21 %	-	5	18 %	-	8	15 %	-	8
Issue 12 Administrator Turnover	3 %	-	18	5 %	-	11	0 %	-	18	7 %	-	10
Issue 13 Administrative Paperwork/Busywork	5 %	-	16	5 %	-	11	3 %	-	16	7 %	-	10
Issue 14 Support Services Issues	24 %	-	5	28 %	-	3	22 %	-	6	26 %	-	5
FACTOR 3: Academic	59 %	2		59 %	2		60 %	2		59 %	2	
Issue 15 Standards, Quality, & Accountability Issues	14 %	-	10	18 %	-	6	10 %	-	12	19 %	-	7
Issue 16 Native Student Grading	3 %	-	18	0 %	-	13	7 %	-	14	0 %	-	12
Issue 17 Library	4 %	-	17	5 %	-	11	2 %	-	17	7 %	-	10
Issue 18 Teaching & Student Issues	9 %	-	14	3 %	-	12	13 %	-	10	7 %	-	10
Issue 19 Faculty Issues	42 %	-	2	28 %	-	3	50 %	-	1	44 %	-	1
Issue 20 Research	10 %	-	13	13 %	-	8	10 %	-	12	7 %	-	10
FACTOR 4: Compensation/Employment	33 %	4		36 %	4		33 %	4		26 %	4	
Issue 21 Performance Assessment Issues	12 %	-	12	18 %	-	6	5 %	-	15	19 %	-	7
Issue 22 Recruitment, Hiring, & Non-Retention Issues	13 %	-	11	13 %	-	8	13 %	-	10	11 %	-	9
Issue 23 Salary Issues	14 %	-	10	13 %	-	8	18 %	-	8	7 %	-	10
Issue 24 Union	2 %	-	19	5 %	-	11	0 %	-	18	0 %	-	12
FACTOR 5: Rural Campus	14 %	6		5 %	7		17 %	5		19 %	5	
Issue 25 Rural College Restructuring	10 %	-	13	3 %	-	12	12 %	-	11	15 %	-	8
Issue 26 Rural College Communication	8 %	-	15	5 %	-	11	8 %	-	13	11 %	-	9
Issue 27 Rural College Funding	3 %	-	18	3 %	-	12	3 %	-	16	4 %	-	11
Issue 28 Rural Mission	2 %	-	19	3 %	-	12	3 %	-	16	0 %	-	12
FACTOR 6: Communication	10 %	7		8 %	6		10 %	7		15 %	6	
Issue 29 Communication	10 %	-	13	8 %	-	10	10 %	-	12	15 %	-	8
ELEMENT 2: EXTERNAL												
FACTOR 7: External Issue	21 %	5		18 %	5		13 %	6		26 %	4	
Issue 30 Political/Funding	15 %	-	9	15 %	-	7	5 %	-	15	26 %	-	5
Issue 31 Value of Higher Education	9 %	-	14	5 %	-	11	8 %	-	13	15 %	-	8
Issue 32 Environment	3 %	-	18	0 %	-	13	3 %	-	16	4 %	-	11

NOTES: (1) Shaded rows indicate that the variance among groups a Factor or Issue had been cited had a statistically significant Chi-Square.
(2) Under Issue 07, the sub-issue of Politics & Leadership had a statistically significant Chi-Square ($p < .05$). Here, the Age 50+yrs Cohort cited this more than the expected value.

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TABLE 6: Issues Crosstabulated with Faculty Groups Based on Their College/School

Statistically Significant Results

1. No morale factor was found to have a statistically significant difference.
2. No morale issue was found to have a statistically significant difference.

Not Statistically Significant - but those observed as the extremes

FACTOR 1: Funding.
The highest proportion of faculty citing this factor was 55% in SALRM/CES.
The lowest proportion of faculty citing this factor was 29% in CRA/SCCE.

FACTOR 2: Administration.
The highest proportion of faculty citing this factor was 89% in SOE/SME.
The lowest proportion of faculty citing this factor was 81% in 81.

FACTOR 3: Academic.
The highest proportion of faculty citing this factor was 82% in SALRM/CES.
The lowest proportion of faculty citing this factor was 56% in SOE/SME.

FACTOR 4: Compensation / Employment.
The highest proportion of faculty citing this factor was 43% in CRA/SCCE.
The lowest proportion of faculty citing this factor was 19% in CNS/GI.

FACTOR 5: Rural Campus.
The only faculty citing this factor were in CRA/SCCE.

FACTOR 6: Communication.
The highest proportion of faculty citing this factor was 25% in CRA/SCCE.
SALRM/CES faculty were second, with 18% citing this factor.
The lowest proportion of faculty citing this factor was 0% in CNS/GI.

FACTOR 7: External Issues.
The highest proportion of faculty citing this factor was 27% in CNS/GI.
The lowest proportion of faculty citing this factor was 7% in CRA/SCCE.

ISSUE 6: UAF Executive Administration.
The highest proportion of faculty citing this issue was 36% in CRA/SCCE.
The lowest proportion of faculty citing this issue was 11% in SOE/SME.

ISSUE 7: Department/College/School Administration Issues.
The highest proportion of faculty citing this issue was 46% in SALRM/CES.
The lowest proportion of faculty citing this issue was 15% in CNS/GI.

ISSUE 9: Performance & Accountability Issues.
There was a bimodal distribution on this issue where SOE/SME and SALRM/CES clustered at the high end where the proportions of faculty citing this issue were 67% and 64%, respectively. CLA, CNS/GI, and CRA/SCCE clustered low with proportions of 39%, 39%, and 43%, respectively.

ISSUE 14: Support Services Issues.
The highest proportion of faculty citing this issue was 35% in CNS/GI.
The lowest proportion of faculty citing this issue was 11% in SOE/SME.

ISSUE 15: Academic Standards, Quality, & Accountability Issues.
The highest proportion of faculty citing this issue was 27% in SALRM/CES.
The lowest proportion of faculty citing this issue was 4% in CRA/SCCE.

THE ISSUES - Table 6: Faculty College/School Crosstabulations

	FREQUENCY AN ISSUE WAS CITED											
	Total (N=132)	Factor Rank (1 to 7)	Issue Rank (1 to 19)	CLA (N=33)	CLA Factor Rank (1 to 7)	CLA Issue Rank (1 to 13)	CNS/GI & GI (N=26)	CNS Factor Rank (1 to 6)	CNS Issue Rank (1 to 10)	CRA & SCCE (N=28)	CRA Factor Rank (1 to 7)	CRA Issue Rank (1 to 12)
ELEMENT 1: INTERNAL												
FACTOR 1: Funding	42 %	3		42 %	3		39 %	3		29 %	5	
Issue 01 Future Funding Uncertainty	19 %	-	7	27 %	-	4	15 %	-	6	11 %	-	9
Issue 02 Adequacy of Current Support Budgets Issues	16 %	-	8	21 %	-	6	12 %	-	7	7 %	-	10
Issue 03 Budget Decision-Making/Reduction Process	21 %	-	6	12 %	-	9	23 %	-	4	14 %	-	8
FACTOR 2: Administration	84 %	1		85 %	1		81 %	1		86 %	1	
Issue 04 Board of Regents	5 %	-	16	6 %	-	11	4 %	-	9	4 %	-	11
Issue 05 Statewide Administration	14 %	-	10	9 %	-	10	15 %	-	6	14 %	-	8
Issue 06 UAF Executive Administration	21 %	-	6	21 %	-	6	19 %	-	5	36 %	-	3
Issue 07 Department/College Administration Issues	31 %	-	3	33 %	-	3	15 %	-	6	25 %	-	5
Issue 08 Effectiveness & Efficiency Issues	27 %	-	4	24 %	-	5	31 %	-	3	29 %	-	4
Issue 09 Performance & Accountability Issues	45 %	-	1	39 %	-	2	39 %	-	1	43 %	-	2
Issue 10 Faculty Involvement in Decisions	24 %	-	5	18 %	-	7	31 %	-	3	36 %	-	3
Issue 11 Faculty Respect/Appreciation	19 %	-	7	18 %	-	7	12 %	-	7	21 %	-	6
Issue 12 Administrator Turnover	3 %	-	18	0 %	-	13	4 %	-	9	0 %	-	12
Issue 13 Administrative Paperwork/Busywork	5 %	-	16	9 %	-	10	4 %	-	9	0 %	-	12
Issue 14 Support Services Issues	24 %	-	5	27 %	-	4	35 %	-	2	18 %	-	7
FACTOR 3: Academic	59 %	2		61 %	2		62 %	2		68 %	2	
Issue 15 Standards, Quality, & Accountability Issues	14 %	-	10	15 %	-	8	15 %	-	6	4 %	-	11
Issue 16 Native Student Grading	3 %	-	18	0 %	-	13	0 %	-	10	14 %	-	8
Issue 17 Library	4 %	-	17	6 %	-	11	4 %	-	9	0 %	-	12
Issue 18 Teaching & Student Issues	9 %	-	14	6 %	-	11	12 %	-	7	14 %	-	8
Issue 19 Faculty Issues	42 %	-	2	46 %	-	1	39 %	-	1	57 %	-	1
Issue 20 Research	10 %	-	13	3 %	-	12	19 %	-	5	4 %	-	11
FACTOR 4: Compensation/Employment	33 %	4		33 %	4		19 %	5		43 %	4	
Issue 21 Performance Assessment Issues	12 %	-	12	12 %	-	9	4 %	-	9	7 %	-	10
Issue 22 Recruitment, Hiring, & Non-Retention Issues	13 %	-	11	15 %	-	8	12 %	-	7	21 %	-	6
Issue 23 Salary Issues	14 %	-	10	15 %	-	8	8 %	-	8	14 %	-	8
Issue 24 Union	2 %	-	19	0 %	-	13	0 %	-	10	7 %	-	10
FACTOR 5: Rural Campus	14 %	6		0 %	7		0 %	6		61 %	3	
Issue 25 Rural College Restructuring	10 %	-	13	0 %	-	13	0 %	-	10	43 %	-	2
Issue 26 Rural College Communication	8 %	-	15	0 %	-	13	0 %	-	10	36 %	-	3
Issue 27 Rural College Funding	3 %	-	18	0 %	-	13	0 %	-	10	14 %	-	8
Issue 28 Rural Mission	2 %	-	19	0 %	-	13	0 %	-	10	11 %	-	9
FACTOR 6: Communication	10 %	7		9 %	6		0 %	6		25 %	6	
Issue 29 Communication	10 %	-	13	9 %	-	10	0 %	-	10	25 %	-	5
ELEMENT 2: EXTERNAL												
FACTOR 7: External Issue	21 %	5		18 %	5		27 %	4		7 %	7	
Issue 30 Political/Funding	15 %	-	9	15 %	-	8	19 %	-	5	7 %	-	10
Issue 31 Value of Higher Education	9 %	-	14	9 %	-	10	8 %	-	8	0 %	-	12
Issue 32 Environment	3 %	-	18	3 %	-	12	4 %	-	9	0 %	-	12

NOTE: (1) Shaded rows indicate that the variance among groups a Factor or Issue had been cited had a statistically significant Chi-Square.

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THE ISSUES - Table 6: Faculty College/School Crosstabulations (cont.)

	FREQUENCY AN ISSUE WAS CITED											
	Total (N=132)	Factor Rank (1 to 7)	Issue Rank (1 to 19)	SALRM & CES (N=11)	SALRM Factor Rank (1 to 5)	SALRM Issue Rank (1 to 7)	SOE & SME (N=9)	SOE Factor Rank (1 to 5)	SOE Issue Rank (1 to 5)	OTHER & UNKN (N=11)	OTHER Factor Rank (1 to 6)	OTHER Issue Rank (1 to 11)
ELEMENT 1: INTERNAL												
FACTOR 1: Funding	42 %	3		55 %	2		33 %	3		58 %	2	
Issue 01 Future Funding Uncertainty	19 %	-	7	18 %	-	5	11 %	-	4	24 %	-	5
Issue 02 Adequacy of Current Support Budgets Issues	16 %	-	8	9 %	-	6	22 %	-	3	24 %	-	5
Issue 03 Budget Decision-Making/Reduction Process	21 %	-	6	36 %	-	3	22 %	-	3	28 %	-	4
FACTOR 2: Administration	84 %	1		82 %	1		89 %	1		84 %	1	
Issue 04 Board of Regents	5 %	-	16	0 %	-	7	0 %	-	5	8 %	-	9
Issue 05 Statewide Administration	14 %	-	10	27 %	-	4	11 %	-	4	16 %	-	7
Issue 06 UAF Executive Administration	21 %	-	6	27 %	-	4	11 %	-	4	8 %	-	9
Issue 07 Department/College Administration Issues	31 %	-	3	46 %	-	2	33 %	-	2	44 %	-	1
Issue 08 Effectiveness & Efficiency Issues	27 %	-	4	27 %	-	4	11 %	-	4	32 %	-	3
Issue 09 Performance & Accountability Issues	45 %	-	1	64 %	-	1	67 %	-	1	44 %	-	1
Issue 10 Faculty Involvement in Decisions	24 %	-	5	27 %	-	4	11 %	-	4	12 %	-	8
Issue 11 Faculty Respect/Appreciation	19 %	-	7	27 %	-	4	22 %	-	3	20 %	-	6
Issue 12 Administrator Turnover	3 %	-	18	18 %	-	5	0 %	-	5	4 %	-	10
Issue 13 Administrative Paperwork/Busywork	5 %	-	16	9 %	-	6	11 %	-	4	4 %	-	10
Issue 14 Support Services Issues	24 %	-	5	27 %	-	4	11 %	-	4	20 %	-	6
FACTOR 3: Academic	59 %	2		82 %	1		56 %	2		36 %	3	
Issue 15 Standards, Quality, & Accountability Issues	14 %	-	10	27 %	-	4	22 %	-	3	16 %	-	7
Issue 16 Native Student Grading	3 %	-	18	0 %	-	7	0 %	-	5	0 %	-	11
Issue 17 Library	4 %	-	17	0 %	-	7	0 %	-	5	0 %	-	11
Issue 18 Teaching & Student Issues	9 %	-	14	0 %	-	7	11 %	-	4	8 %	-	9
Issue 19 Faculty Issues	42 %	-	2	64 %	-	1	11 %	-	4	28 %	-	4
Issue 20 Research	10 %	-	13	18 %	-	5	11 %	-	4	12 %	-	8
FACTOR 4: Compensation/Employment	33 %	4		36 %	3		33 %	3		32 %	4	
Issue 21 Performance Assessment Issues	12 %	-	12	27 %	-	4	22 %	-	3	16 %	-	7
Issue 22 Recruitment, Hiring, & Non-Retention Issues	13 %	-	11	0 %	-	7	0 %	-	5	12 %	-	8
Issue 23 Salary Issues	14 %	-	10	9 %	-	6	22 %	-	3	20 %	-	6
Issue 24 Union	2 %	-	19	0 %	-	7	0 %	-	5	0 %	-	11
FACTOR 5: Rural Campus	14 %	6		0 %	5		0 %	5		4 %	5	
Issue 25 Rural College Restructuring	10 %	-	13	0 %	-	7	0 %	-	5	0 %	-	11
Issue 26 Rural College Communication	8 %	-	15	0 %	-	7	0 %	-	5	0 %	-	11
Issue 27 Rural College Funding	3 %	-	18	0 %	-	7	0 %	-	5	0 %	-	11
Issue 28 Rural Mission	2 %	-	19	0 %	-	7	0 %	-	5	0 %	-	11
FACTOR 6: Communication	10 %	7		18 %	4		11 %	4		0 %	6	
Issue 29 Communication	10 %	-	13	18 %	-	5	11 %	-	4	0 %	-	11
ELEMENT 2: EXTERNAL												
FACTOR 7: External Issue	21 %	5		18 %	4		11 %	4		36 %	3	
Issue 30 Political/Funding	15 %	-	9	9 %	-	6	0 %	-	5	28 %	-	4
Issue 31 Value of Higher Education	9 %	-	14	9 %	-	6	11 %	-	4	20 %	-	6
Issue 32 Environment	3 %	-	18	9 %	-	6	0 %	-	5	40 %	-	2

NOTE: (1) Shaded rows indicate that the variance among groups a Factor or Issue had been cited had a statistically significant Chi-Square.

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THE RECOMMENDATIONS

The Morale Recommendations

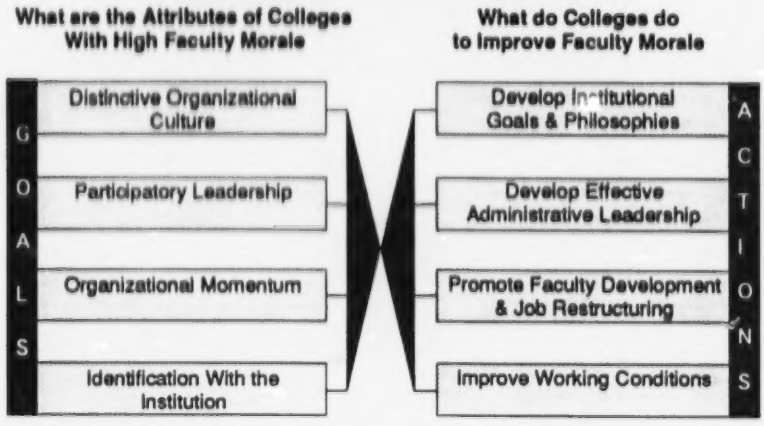
In many ways, the analysis of faculty recommendations on how to improve morale at UAF was more difficult than the analysis on the morale problems. At first reading, the overall impression was that for each morale issue raised, the recommended action was "fix it."

If administrators weren't accountable, make them accountable.
If there wasn't a permanent Dean, get one.
If department budget /assignment decisions were politically-based, make them non-politically-based.
If Purchasing, Physical Plant, and Budget weren't service-oriented, make them service-oriented.
If the UAF Executive Administration and Statewide were useless overhead, eliminate them.
If faculty weren't involved in decision-making, get them involved.
If there were too many schools, reduce the number.
If salaries were low, raise them.
If there weren't enough parking spaces, build more.
If promotion and tenure policies weren't adequate, make them adequate.
If there was too much restructuring, stop restructuring.
If the Governor and Legislature didn't provide adequate funds, make them provide adequate funds.
AND...
If the buildings were rotten, fix them.

Indeed, after extensive analysis using the same approach which yielded fertile results for the morale issues, an almost identical taxonomy resulted after doing a minimal amount of item rewording. The crosstabulation and Chi-Square analyses of the recommendation responses (including the finer breakout using the same faculty attributes of rank, tenure status, years of UAF service, college/school, gender, and age as before) replicated the findings from the morale issues analysis. No insight was gained beyond restating what was already in the issues analysis by using the same approach for the recommendations. In the end, this approach had to be abandoned.

To solve this dilemma and provide meaningful information to the Strategic Planning Leadership based on faculty recommendations to improve campus morale, a fresh look at what other universities had done to improve faculty morale was undertaken. The result was the conceptual framework UAF morale recommendations would be analyzed within, depicted in FIGURE 7.

FIGURE 7 - The Conceptual Framework for Analyzing the Recommendations


What are the Attributes of Colleges With High Faculty Morale
What do Colleges do to Improve Faculty Morale
GOALS
Distinctive Organizational Culture
Participatory Leadership
Organizational Momentum
Identification With the Institution
ACTIONS
Develop Institutional Goals & Philosophies
Develop Effective Administrative Leadership
Promote Faculty Development & Job Restructuring
Improve Working Conditions

Adapted From: Rice & Austin, 1988, p. 52

Adapted From: : Hunter, Crow, Beach, & Ventimiglia, 1983, pp. 110-113

THE RECOMMENDATIONS

Results

Once this pre-defined conceptual framework was established, recommendations were aggregated under a set of dominant themes. With the recognition that a good idea is a good idea, the second defining characteristic of the analytical approach used for the recommendations was that it focused solely on content, not on how many times each was cited by what sub-category of the faculty. These two elements were the essential characteristics differentiating the analytical approach for the morale recommendations from that used for the morale issues.

Even with this conceptual framework, the recommendations remained very diverse and hence very difficult to summarize. Although initially there appeared to be no consensus as to what should be done, the following general themes and recommendations eventually emerged:

ACTION 1: Develop Institutional Goals and Philosophies

Theme 1: Develop Goals that are Unambiguous and Clearly Prioritized

Recommendation 1: Develop a clearly articulated mission which carries forward a distinctive, coherent culture that permeates the fabric of the institution.

Specific Suggestions: Emphasize UAF's relatively small size, the strength of its interdependent parts, its distinguished history, and its bright future; don't dilute energies trying be all things to all people; UA System must differentiate its institutions and then fight to support those missions; renew UAF's mission to entire state not just the urban centers.

Recommendation 2: Institutional goals should be clearly stated, ranked, and internally consistent.

Specific Suggestions: Engage in anticipatory long-range planning; develop a coherent vision of what a future university would look like so that programs which are built, cut, or consolidated have a clear sense that the process was not arbitrary; deviating from the stated institutional goals should involve faculty, be fully justified, and widely communicated - applies just as strongly but more specifically to the UA budget process where it was suggested that budget intentions be linked with a follow-up review of what was done, and that future growth, reallocation, or reduction be based on program demand, centrality to mission, and quality.

Recommendation 3: Focus on Students.

Theme 2: Engender a Strong Sense of Shared Purpose

Recommendation 4: Devise strategies to develop a strong sense of purpose among faculty, staff, and students.

Specific Suggestions: Hold faculty retreats; develop a series of ceremonial events (rituals) running through the academic year that rehearse and underscore the core commitments that sustain UAF; continue to provide information on the budget battles.

Recommendation 5: Extend the notion of community outside of the university proper.

Specific Suggestions: Continue to draw on the work of advisory groups like the Advisory Committee on Native Education; lobby the Legislature and Governor; involve alumni, K-12, businesses; increase fund raising; leverage UAF's statewide advantages - like CES, the Independent Learning Program, Fisheries/FITC, presence in 120+ communities/villages.

ACTION 2: Develop Effective Administrative Leadership

Theme 3: Adjust Attitudes

Recommendation 6: Provide an administration with strong leadership ability within a flatter hierarchy, an administration that exercises authority not domination, an administration that inspires trust, and an administration confident enough in itself to empower others.

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Specific Suggestions: Derive decisions openly; delayer by merging/cutting small schools/ departments/offices; continue rotating the use of faculty associates in administrative areas; reduce UAF executive administration and Statewide Administration; strengthen the Faculty Senate; replace acting deans with permanent people; resurrect the community college structure; be honest and up front; make some strong administrative changes to signal internally a change in the degree of teamness; restructure some departments and programs so that false boundaries can be removed.

Recommendation 7: Provide administrator development programs focused on awareness of one's management philosophy, alternative approaches, and their consequences.

Specific Suggestions: Hold seminars to help develop a more service-oriented and participatory management philosophy at UAF; expand TQM to deans and department chairs; hire in administrators comfortable with using participatory management.

Recommendation 8: Improve the administration - governance relationship.

Specific Suggestions: Enhance the involvement of the Faculty Senate on academic and administrative issues; there will be an amazing improvement in morale when the faculty set aside parochial issues and join together to govern UAF.

Theme 4: Build Skill Level

Recommendation 9: Provide administrator development programs focused on communication styles and techniques.

Recommendation 10: Provide staff development programs focused on awareness of one's personal interaction skills, alternative approaches, and their consequences.

Specific Suggestions: Focus on department secretaries and administrative support offices.

Recommendation 11: Provide general administrative training for new department heads.

Theme 5: Delimit Role Demands

Recommendation 12: Administrators should function more as facilitators of collaboration and help focus support while minimizing resource competition.

Specific Suggestions: Encourage faculty to work collaboratively with each other and with administrators; a closer dialogue between many faculty groups and administrators from Deans/Directors to the President is necessary if administration is to gain faculty confidence.

Recommendation 13: Establish faculty performance levels.

Specific Suggestions: Require all faculty members to teach a minimum number of credits per year; academic loads are lopsided, tenured and non-tenured faculty should teach, research, and provide service equally, and the amount and quality should be increased to push us to provide the very best education and service; more emphasis to excellence in the classroom.

Recommendation 14: Establish ethics standards for Deans and Vice Chancellors.

Recommendation 15: Regents should focus on policy and direction setting; not be led into micro-managing the university.

ACTION 3: Promote Faculty Development & Job Restructuring

Theme 6: Reduce Uncertainties About Professional Roles

Recommendation 16: Provide frequent opportunities to increase effectiveness in common faculty tasks such as teaching, writing grant proposals, and publishing.

Recommendation 17: Emphasize institutional and individual action directed at what faculty see as their critical needs.

Recommendation 18: Spread unrewarding and overload work around.

Specific Suggestions: Improve departmental assignment processes; limit Senate terms to one every ten years; make the paperwork the job of the administrators.

Recommendation 19: Develop mechanisms to safeguard against minority and foreign faculties being discriminated against or harassed.

Theme 7: Match Resources to Demand / Reduce Overwork Imbalances

Recommendation 20: Undertake a more thorough in-house analysis on productivity. Workload can reveal much about the quality of a faculty member's professional life. Information on the number of hours worked per week and the distribution of time among teaching, research, service, consulting, and other employment can help clarify the faculty condition.

Specific Suggestions: Use information to target intervention efforts.

Recommendation 21: Build programs that are in high demand and protect mission-critical programs.

Specific Suggestions: Improve the program review process; weed out, don't bleed out, unproductive programs; cut any remaining duplicative programs; eliminate courses with low enrollment or that have similar content but different titles; reorganize units with too many majors, too many department chairs, and too few students.

Recommendation 22: Encourage team teaching and other partnerships; encourage cooperation and interdisciplinary cooperation arrangements.

Recommendation 23: Teach coping strategies such as time-management techniques to deal with the problem of overwork, relaxation exercises to deal with daily physiological and psychological tensions, and conflict-resolution and organizational problem-solving techniques to deal with tensions between various academic units.

Recommendation 24: Increase service from those areas most needed to support faculty activities.

Specific Suggestions: Increase Library materials; upgrade student advising; improve grants and contracts, purchasing, budget, personnel, travel, technology support; decentralize the business office; enhance the proportion of overhead dollars that go back to those who get the grant; stay away from the GI business office.

Theme 8: Increase Opportunities to do Interesting Work

Recommendation 25: Increase the flexibility of academic roles to accommodate individual strengths and preferences.

Specific Suggestions: Increase opportunities for research in "teaching" faculty.

Recommendation 26: Broaden the definition of scholarship.

ACTION 4: Improve Working Conditions

Theme 9: Economic Factors

Recommendation 27: Maintain competitive salaries and benefits; and enhance those that aren't. UAF should monitor how faculty are faring in relation to trends in the national economy and in comparison to professionals in other fields.

Specific Suggestions: Uniform support existed for minimally keeping up with COLA increases, beyond that there was a split. From faculty in applied fields that offer many attractive career opportunities, implement a market-based factor to the compensation plan; from others, keep it a flat rate increase; establish union contracts - agencies with unions have done better over the years than UA has.

Recommendation 28: Reward superior faculty effort, penalize unproductive/ underproductive faculty and administrators.

Specific Suggestions: Implement a merit factor to the compensation plan; continue faculty evaluations of administrators; recognize faculty contributions to retain good faculty.

Recommendation 29: Make compensation more equitable.

Specific Suggestions: Do something about salary compression.

Theme 10: Professional Factors

Recommendation 30: Maintain a vigorous faculty.

Specific Suggestions: Make the personnel system work to attract and retain good, young faculty; take seriously the task to diversify the faculty; increase the number of graduate students being supervised by faculty, this will enhance faculty vitality; RIP; strengthen publication standards for promotion and tenure.

Recommendation 31: Track changing faculty strengths and weaknesses.

Specific Suggestions: Information on faculty members' talents and skills should be used to reveal professional areas that merit development and strengths that should be utilized more effectively.

Recommendation 32: Since faculty well-being is a function of work environment, solicit periodic faculty assessments of the adequacy of instructional facilities, research equipment, and faculty support services - all of which are a reflection of the quality of their work lives.

Specific Suggestions: Complete the Natural Sciences Building, renovate Gruening classrooms, modernize the dorms; expand matching equipment grant programs; make UAF campuses more attractive and safe.

Recommendation 33: Engage in assessing faculty mobility. It is generally agreed that a moderate degree of faculty mobility among colleges and universities is beneficial to higher education. Knowledge of faculty mobility patterns can help identify faculty who are unsettled academic nomads, those who are productive, vital scholars, and those who have lost their professional momentum. Such an assessment can also flag segments of the academic community that need special professional development support in order to protect their career vitality.

Recommendation 34: Discuss career objectives with faculty members. Such discussions should bring out both institutional resources and institutional limitations for accomplishing faculty members' goals.

Theme 11: Personal Variables

Recommendation 35: Develop institutional policies that sustain faculty morale and satisfaction.

Specific Suggestions: Tailor polices for faculty at different career stages and ages; establish a mentoring system.

Recommendation 36: Provide more diverse and more creative rewards for faculty, staff, and students.

Specific Suggestions: Award an internal sabbatical leave; develop a leave mechanism separate from the sabbatical that allows faculty up to a year at another school every decade to recharge intellectually; name a university master teacher; publicize student achievements.

Recommendation 37: Increase the awareness of the problems of job stress and flameout along with their effects.

Specific Suggestions: Plan a symposium or workshop; increase awareness of Seasonal Affective Disorder.

Recommendation 38: Enhance social opportunities for faculty.

Specific Suggestions: Establish a faculty club or lounge; increase Senate efforts on the social environment.

Recommendation 39: Encourage the development of alternative sources of gratification outside of the job.

Summary

As stated by Rice and Austin (1988):

> In research on the industrial workplace, the relationship between job satisfaction and productivity is not immediately evident; satisfied workers are not always the most productive. [In a college], where the primary focus is on student learning and the development of the student in a wholistic sense, the satisfaction of faculty - indeed, the ***excitement*** of faculty about their work - is critical to the achievement of educational goals. (p. 58)

This analysis was undertaken at the request of the Strategic Planning Leadership Committee. The Committee's purpose in conducting the survey was to use the results in refining the UAF strategic plan.

The intent of the study design was not to determine how and why morale got to where it is today. It was simply to assess what the current morale issues were and what recommendations faculty had to improve it. Certainly, knowing the true level of faculty and staff morale can provide an institution with insight into what actions - immediate, long-term, and ongoing - it can take to raise it. Information on faculty morale can indicate the kinds of support that will be most beneficial to faculty at various points in their careers; it can help develop personnel policies that will foster career growth; and it can help determine which needs receive funding. In sum, monitoring the condition of the professoriate can help maintain the educational vitality of UAF.

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APPENDIX A: Faculty Survey on Assessing Morale

Dear Faculty Member:
We need your help. Would you list what you consider to be the most important morale issue to you and suggest what can be done to resolve it. If morale has been enhanced for you recently, please tell us how this was done. Be as open and specific as you want to be. You do not have to sign the sheet, but we would like you to fill out the generic information on your location and position. That will let us know which issues are general concerns and which are concentrated in certain areas. We will use the results as information in the strategic planning process. Our goal is to face the issue and work to its resolution.

John Whitehead, Strategic Planning Leadership Chair
March 30, 1992

Section 1 Respondent Characteristics

1. What college, research unit, or extension campus are you with?

2. Circle the total UAF years of service you have:
   1 2< years
   2 2 to 5 years
   3 6 to 10 years
   4 11 to 15 years
   5 16 to 20 years
   6 20+ years

3. Circle the appropriate faculty rank you have:
   1 Professor
   2 Associate Professor
   3 Assistant Professor
   4 Instructor

4. Circle the appropriate faculty appointment you have:
   1 Tenured
   2 Tenure Track but not yet tenured
   3 Non-Tenure Track

5. Do you have a full-time appointment?
   1 Yes
   2 No

6. Please circle your sex .
   1 Male
   2 Female

7. Please circle your ethnicity category.
   1 Non-Resident Alien
   2 White
   3 Black
   4 Asian
   5 AK Native/Amer Indian
   6 Hispanic

8. Please circle your age category.
   1 Less than 30 years
   2 30 to 39 years
   3 40 to 49 years
   4 50 to 54 years
   5 55 to 59 years
   6 60 + years

Section 2 Please Describe The Most Important Morale Issue to You

see back

APPENDIX A: Faculty Survey on Assessing Morale

Section 3 Please Describe What Can be Done to Improve Morale

Please return your completed form by April 14 to:

Strategic Planning Leadership
c/o Chancellor's Office
Signers' Hall

Faculty outside of Fairbanks may FAX their response to 474-7225

APPENDIX B - Morale Issues Taxonomy

RESPONSE CODING KEY

ELEMENT 1: INTERNAL MORALE ELEMENT

FACTOR 1: Funding (1.01.00.0)

1.01.01.0 ISSUE 1: Future Funding Uncertainty
1.01.02.0 ISSUE 2: Adequacy of Current Support Budget Issues
1.01.02.1 SUB-ISSUE: Workload
1.01.02.2 SUB-ISSUE: Staff and Budget
1.01.03.0 ISSUE 3: The Budget Decision-Making/Reduction Process

FACTOR 2: Administration (1.02.00.0)

1.02.01.0 ISSUE 4: Board of Regents
1.02.02.0 ISSUE 5: Statewide Administration
1.02.03.0 ISSUE 6: UAF Executive Administration
1.02.04.0 ISSUE 7: Department/College Administration Issues
1.02.04.1 SUB-ISSUE: Involvement in Decisions
1.02.04.2 SUB-ISSUE: Dean Hire
1.02.04.3 SUB-ISSUE: Politics/Leadership
1.02.04.4 SUB-ISSUE: Stability
1.02.05.0 ISSUE 8: Effectiveness & Efficiency Issues
1.02.05.1 SUB-ISSUE: Organizational Structure
1.02.05.2 SUB-ISSUE: Size/Cost/Waste
1.02.06.0 ISSUE 9: Administrator Performance/Accountability Issues
1.02.06.1 SUB-ISSUE: Responsiveness/Service Orientation/Facilitation
1.02.06.2 SUB-ISSUE: Leadership
1.02.06.3 SUB-ISSUE: Planning
1.02.06.4 SUB-ISSUE: Competence
1.02.06.5 SUB-ISSUE: Honesty/Trust
1.02.07.0 ISSUE 10: Faculty Involvement in Decisions
1.02.08.0 ISSUE 11: Faculty Respect/Appreciation
1.02.09.0 ISSUE 12: Administrator Turnover
1.02.10.0 ISSUE 13: Administrative Paperwork/Busywork
1.02.11.0 ISSUE 14: Support Services Issues
1.02.11.1 SUB-ISSUE: Facilities/Maintenance
1.02.11.2 SUB-ISSUE: Equipment
1.02.11.3 SUB-ISSUE: Parking
1.02.11.4 SUB-ISSUE: Budget/Purchasing/Grants & Contracts/A&R, etc.

FACTOR 3: Academic (1.03.00.0)

1.03.01.0 ISSUE 15: Standards/Institutional Quality/Accountability Issues
1.03.01.1 SUB-ISSUE: CORE Curriculum
1.03.01.2 SUB-ISSUE: Promotion and Tenure
1.03.01.3 SUB-ISSUE: Program Review/Peer Review/Accreditation
1.03.01.4 SUB-ISSUE: Quality/Accountability
1.03.02.0 ISSUE 16: Native Student Grading
1.03.03.0 ISSUE 17: Library
1.03.04.0 ISSUE 18: Teaching & Student Issues
1.03.04.1 SUB-ISSUE: Productivity
1.03.04.2 SUB-ISSUE: Students
1.03.04.3 SUB-ISSUE: Access

APPENDIX B - Morale Issues Taxonomy

RESPONSE CODING KEY

ELEMENT 1: INTERNAL MORALE ELEMENT (cont.)

FACTOR 3: Academic (1.03.00.0) (cont.)

1.03.05.0 ISSUE 19: Faculty Issues
- *1.03.05.1 SUB-ISSUE: Tripartite/Value of Other Work vs. Research*
- *1.03.05.2 SUB-ISSUE: Involvement in Decisions*
- *1.03.05.3 SUB-ISSUE: Peer Respect/Recognition*
- *1.03.05.4 SUB-ISSUE: Competence/Deadwood*
- *1.03.05.5 SUB-ISSUE: Peer Coop/Teamwork/Trust/Mentoring/Socializing*
- *1.03.05.6 SUB-ISSUE: Governance*

1.03.06.0 ISSUE 20: Research

FACTOR 4: Compensation/Employment (1.04.00.0)

1.04.01.0 ISSUE 21: Performance Assessment Issues
- *1.04.01.1 SUB-ISSUE: Annual Evaluations*
- *1.04.01.2 SUB-ISSUE: Promotion and Tenure*

1.04.02.0 ISSUE 22: Recruitment/Hiring/Non-Retention Issues
- *1.04.02.1 SUB-ISSUE: Turnover*
- *1.04.02.2 SUB-ISSUE: Ethnic/Gener Issues*

1.04.03.0 ISSUE 23: Salary Issues
- *1.04.03.1 SUB-ISSUE: Market-Based Salaries*
- *1.04.03.2 SUB-ISSUE: Merit Pay*
- *1.04.03.3 SUB-ISSUE: COLA*
- *1.04.03.4 SUB-ISSUE: Equity*

1.04.04.0 ISSUE 24: Union

FACTOR 5: Rural Campus (1.05.00.0)

1.05.01.0 ISSUE 25: Restructuring
1.05.02.0 ISSUE 26: Communication
1.05.03.0 ISSUE 27: Funding
1.05.04.0 ISSUE 28: Rural Mission

FACTOR 6: Communication (1.06.00.0)

1.06.01.0 ISSUE 29: Communication

ELEMENT 2: EXTERNAL MORALE ELEMENT

FACTOR 7: External Issues (2.01.00.0)

2.01.01.0 ISSUE 30: Political/Funding
2.01.02.0 ISSUE 31: Value of Higher Education
2.01.03.0 ISSUE 32: Environment